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ABSTRACT

Intended for all persons concerned with differentiated education for talented elementary and secondary school students, the bibliography annotates 275 items (dating from 1956 to 1965 and including audio and video books, tapes, films, and filmstrips) in three groups. The first group includes materials on classroom practices, which are classified by level (elementary, or secondary, or both) and by comprehensive or single subject matter categories (arithmetic or mathematics, fine arts, foreign languages, language arts, science, social studies). The second group contains materials relating to state, county, and local programs (local programs are categorized by level). The third group consists of general materials on the following areas: identification and guidance, characteristics, administrative provisions (categorized by level), and general information. Subject and state indexes are provided. (JD)

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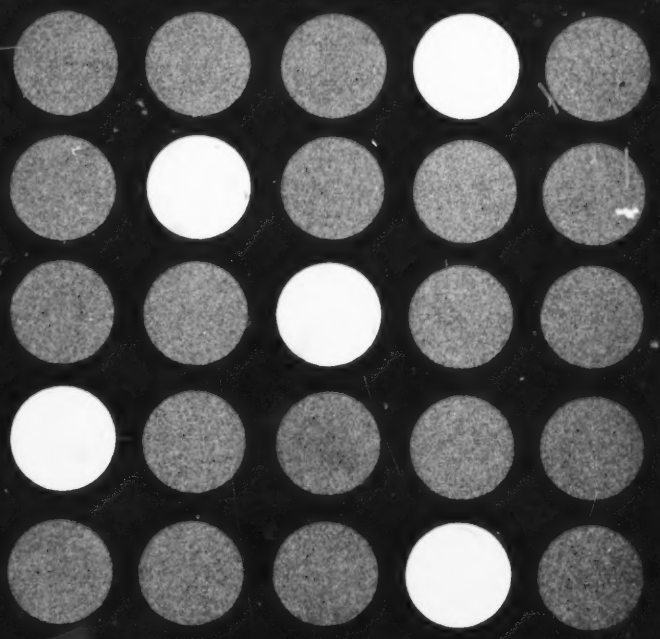
PROVISIONS FOR TALENTED STUDENTS



Information for this bibliography was collected in cooperation with the Council of State Directors of Programs for the Gifted. The Council consists of those individuals in State departments of education who are responsible for stimulating, directing, and coordinating State action in behalf of talent development. It was established in 1963 to improve communications within and among the States regarding research efforts, effective programs, and legislation for talented students and to publicize the need for full educational opportunity for them. This publication represents one effort toward fulfilling these objectives.

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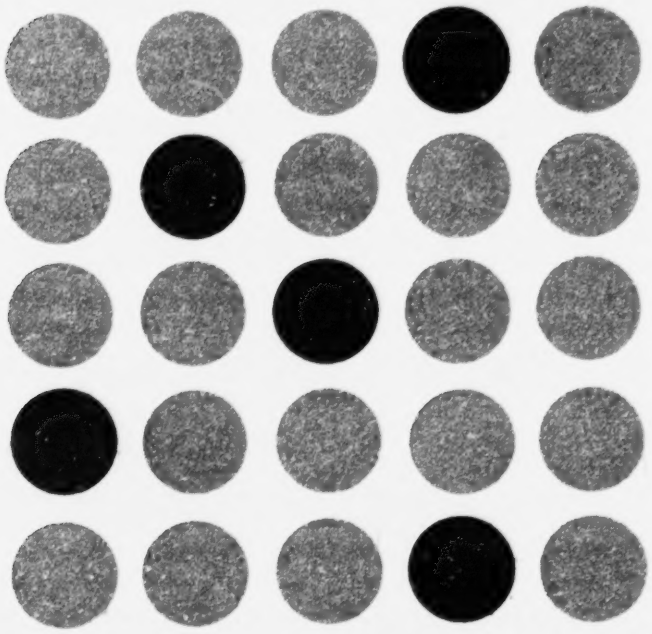
Bulletin 1966, No. 5 OE 35069

STATE AND LOCAL PROVISIONS FOR TALENTED STUDENTS

An Annotated Bibliography



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Foreword

In recent years, information on programs and practices for the education of academically, creatively, and artistically talented children has been in great demand. To help meet this need, State departments of education and local school districts have produced a great variety of materials. Since most of these were prepared for limited audiences, however, they have been neither generally distributed nor listed in the education indexes or bibliographies and, as a result, have been used by only a fraction of their potential audience.

This publication, which lists State and local materials not publicized previously or made widely available, will, it is hoped, significantly add to and facilitate the exchange of thought and information. It should prove useful to all persons concerned with differentiated education for talented elementary and secondary school students. Teachers may consult it as a source of ideas on curriculum and methods; guidance personnel, for guidelines for identifying and counseling talented students; local and State administrators, as a source of models for school and State programs; and parents and other interested citizens, for general information on talent development.

This bibliography has been prepared through the cooperation of many individuals. Planned as a joint enterprise between the Council of State Directors of Programs for the Gifted and the Talent Development Project of the U.S. Office of Education, it represents an effort to improve communication within and among the States on the subject of the education of the talented. The annotations herein have been written by individuals in the school districts and State departments of education who produced the materials and by the Talent Development Project staff. Unless otherwise indicated, single copies are available from the school districts or State departments at no cost; in most cases they are also available on microfiche from the Educational Research Information Center.

J NED BRYAN,
Acting Director,
Curriculum and Demonstration Branch.

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I. MATERIALS ON CLASSROOM PRACTICES

Elementary School

Comprehensive Materials

1. BERNSTOCK, ETTA J., *and* MITTELMAN, HAZEL R., *eds. Guiding the Gifted.* New York: Board of Education, 1963. 131 pp. Available from Publication Sales Office, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, N.Y.

   Describes activities by which intellectually gifted elementary school children in the New York City schools have rendered various kinds of services to the school, community, and people around the world. Includes a section of questions and answers on problems and solutions in teaching the gifted child. Should be of interest to elementary school teachers as a source of ideas for service-oriented teaching-learning projects.

2. BIXLER, HAROLD H., *ed. Creative Activities for Every School.* Cullowhee, N.C.: Guidance Clinic, Western Carolina College, 1963. 29 pp. $1.

   Presents suggestions to elementary teachers for creative activities in art, drama, writing, mathematics, and thinking, and includes a bibliography on creativity.

3. CARTER, C. DOUGLAS, *ed. The Challenge—A Program for Gifted Children in the Fourth and Fifth Grades.* Cullowhee, N.C.: Guidance Clinic, Western Carolina College, 1962. 93 pp. $1.50.

   Provides a curriculum guide for teaching the major subject areas to gifted fourth- and fifth-graders. Includes language arts—language, spelling, and literature; social studies, emphasizing the concept of the brotherhood of man; arithmetic; science; and the fine arts. Itemizes materials needed and lists related books.

4. ———. *The Challenge—A Program for Gifted Children in the Sixth Grade.* Cullowhee, N.C.: Guidance Clinic, Western Carolina College, 1962. 78 pp. $1.50.

   Provides a curriculum guide for the major subject areas, music, and art. Suggests activities, lists necessary materials, and provides bibliographies for each subject.

5. ———. *The Challenge—A Program for the Nongraded Primary School.* Cullowhee, N.C.: Guidance Clinic, Western Carolina College, 1962. 43 pp. $1.

Based upon the thesis that each child progresses in school at his own rate. Provides a curriculum guide for the major subject matter areas, organized by achievement level. Includes a level for exceptionally talented children who have completed all other levels. As a framework for providing differentially for children of varying levels of abilities, should be of interest to the teacher in a nongraded school as well as in a more structured teaching situation.

6. Castro Valley Elementary School District. *The Challenge of the More Able Child: A Guide for Teachers of Gifted Intermediate Students, Grades 4–6.* Hayward, Calif.: Alameda County Schools Department, 1964. 239 pp. $1.50.

Presents guidelines for enriching the curriculum of gifted students in grades 4–6. Discusses educational objectives and the fostering of creativity. Suggests teaching approaches and activities designed to develop inductive thinking, inquiry, projection, and other skills. Includes materials for teaching mathematics, history, science, elementary psychology (Ways To Know Myself), language skills, and the arts.

7. *Curriculum Adaptations for the Gifted.* Albany, N.Y.: State Education Department, 1958. 52 pp.

Considers the educational needs of intellectually gifted elementary school children. Describes the learning characteristics of the gifted child and various methods of identifying them. Lists examples of enrichment activities, including samples of thought-provoking questions, which should be of interest to the classroom teacher.

8. DEWEY, LUCY CAMPBELL. *The Challenge of the More Able Child: A Guide for Teachers of Gifted Children, K–3.* Hayward, Calif: Alameda County School Department, 1963. 128 pp. $1.50.

Presents guidelines for enriching the curriculum of gifted students in grades K–3. Discusses educational objectives and ways to foster creativity. Suggests teaching approaches and activities designed to develop inductive thinking, inquiry, projection, and other skills. Contains materials for helping the child to learn more about the world, himself, children of other lands, the use of words, and the arts. Includes bibliographies for both the teacher and children.

9. *Educational Opportunity for the Superior Student, 1962–63.* Sioux City, Iowa: Sioux City Public Schools, 1962. 10 pp. 50 cents.

Suggests educational experiences that might be added for capable pupils. Lists some general practices for challenging these pupils and outlines procedures for identifying the mentally alert child and enrich-

ing his program. Should be of particular interest to elementary school teachers.

10. *A Guide for Intermediate Grade Teachers of Superior and Gifted Pupils.* Towson, Md.: Board of Education of Baltimore County, 1959. 139 pp. $2.

Contains suggestions for enriching the arithmetic (grade 6 only), language arts, and social studies programs for high ability children in grades 4–6. Includes a general section on characteristics of intellectually superior and gifted pupils and provisions for their education in Baltimore County schools.

11. LUTZ, JACK. *What Are You Doing for the Gifted?* Plymouth Meeting, Pa.: Plymouth-Whitemarsh Schools, 1962. 18 pp. Examination copy available upon request.

Provides enrichment suggestions for use with gifted children in elementary grades. Includes activities to develop skills in social studies, arithmetic, language arts, science, and inquiry, based on *Helping Children with Special Needs,* by Jack Kough and Robert F. DeHaan (Chicago: Science Research Associates, 1957). Particularly relevant for grades 1–4.

12. *The More Capable Learner, Grade 3.* Fresno, Calif.: Fresno City Schools, 1962. Examination copy available upon request.

Gives suggestions for teaching gifted third-graders social studies, art appreciation, language arts, science, and arithmetic. Provides numerous samples of pupil worksheets in the subject matter areas which are adaptable for both class and individual work. Guides for grades 4–6 also available.

13. *The Rapid Learner, K–6.* Grand Forks, N.Dak.: Grand Forks Public Schools, 1962. 227 pp.

Provides numerous suggestions for learning activities for able elementary students. Includes sections on science, social studies, language arts, and mathematics and gives selected bibliographies in these subjects for some of the elementary grades.

14. *Resource Teacher Handbook, Intermediate Grades.* Eugene, Oreg.: Eugene Public Schools, 1963. 246 pp. $2.

Provides suggestions for adding variety and depth to the teaching of language arts, the arts, social studies, science (archeology and oceanography), and mathematics. Includes some units of study and numerous recommended approaches. Should be of interest to teachers working with groups of children in the intermediate grades with high academic ability or special interests.

15. *Skillful Teaching Practices in the Elementary Schools.* Curriculum Bulletin No. 12. New York: Board of Education, 1962. 115 pp. $1. Available from Publication Sales Office,

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Board of Education of the City of New York, 110 Livingston Street, Brooklyn, N.Y.

Describes effective lessons and activities observed in classrooms of over 300 New York City teachers, grades 1–6, covering experiences in all major curriculum areas. Although not prepared specifically for teaching the talented, should be of interest to both beginning and experienced elementary school teachers of such children.

16. *Suggested Projects for Able Learners.* Lynnwood, Wash.: Maple Park School, 1963. 7 pp. 25 cents.

Presents a variety of activities and projects for able elementary school children, grades 4–6, many of which are related to basic subjects of the curriculum. Includes a detailed explanation of a program whereby students pursue a particular interest in depth.

Materials on a Single Subject

Arithmetic

17. Cincinnati Public Schools. *Arithmetic Enrichment Ideas for Grades 4, 5, 6.* Columbus, Ohio: State Department of Education, 1962. 44 pp.

Provides suggestions for enriching the arithmetic program for academically gifted children in the intermediate grades which are appropriate for both individual and small-group activities. Includes ideas for increasing the child's interest in the numeration system; its extension to decimals, fractions, and percents; simple operations; and other concepts.

18. ———. *Arithmetic Enrichment Ideas for Grades 1, 2, 3.* Columbus, Ohio: State Department of Education, 1962. 24 pp.

Provides suggestions for enriching the arithmetic program for academically gifted children in the primary grades which are appropriate for both individual and small-group activities. Gives ideas for increasing the child's interest in the numeration system, fundamental operations and their uses, and other concepts.

19. *Cuisenaire Arithmetic* (motion picture). Pullman, Wash.: Pullman Public Schools, 1962. 31 minutes, sound, black and white, 16 mm. Available on loan from Audiovisual Center, Washington State University, Pullman, Wash.

Records a demonstration by a teacher and a group of talented second-grade pupils who are using Cuisenaire rods to solve equations normally considered too advanced for this age level.

20. *Suggested Enrichment Experiences for the Gifted Child in the Regular Classroom in Elementary Mathematics.* St. Paul, Minn.: State Department of Education. Undated. 3 pp.

Gives objectives to be considered in selecting enrichment activities and suggests enrichment experiences in mathematics for gifted pupils in elementary school.

Fine Arts

21. *Art for Children.* Towson, Md.: Board of Education of Baltimore County, 1958. 115 pp. $2.50.

    Presents an illustrated resource guide for elementary school teachers. Emphasizes the importance of early art experiences in an atmosphere conducive to creativity and art appreciation. Stresses the characteristics of children at each grade level in terms of the art experiences of which they are capable. Gives practical information on media and processes through which creative expression can be encouraged.

22. *Creative Music Activities* (motion picture). Des Moines, Iowa: Polk County Board of Education, 1961. 30 minutes, sound, black and white, 16 mm. Order No. 182a. Available on loan.

    Presents students performing musical selections composed by students in the elementary grades. Illustrates the range of creativity in children and attempts to demonstrate that all students in the elementary grades can succeed in some measure at being musically creative. Should be of interest to teachers for use in encouraging creative efforts by students.

23. *Creative Music Education Project—Clover Hills School* (3 tapes). West Des Moines, Iowa: Clover Hills School, 1961, 1962, and 1963. 45 minutes each. Available on loan.

    Presents original music compositions written by students in the intermediate grades (individuals, small groups, and an entire class) and performed by the composers or the composers and classmates. Designed to demonstrate that creative efforts can be elicited from students by a teacher. Could be used by teachers to encourage students' efforts.

24. JACKSON, ELLEN WESTERGAARD. *An Approach to Teaching Elements of Music Through Creative Experiences in the Elementary School.* Des Moines, Iowa: Polk County Board of Education, 1962. 4 pp.

    Discusses the qualities needed by teachers to lead children in the pursuit of creative experiences. Also gives some implications for the modern music curriculum from data gathered in a music course including music composition.

Foreign Languages

25. *French in the Elementary Schools, Grades 4, 5, 6.* Curriculum Bulletin No. 13. New York: Board of Education, 1963. 96 pp. $1. Available from Publication Sales Office, Board of

Education of the City of New York, 110 Livingston Street, Brooklyn, N.Y.

Presents an approach to the teaching of French in grades 4, 5, and 6 which emphasizes understanding and speaking. Specifically, contains the material constituting the French curriculum offered by elementary schools to selected classes. Includes information on objectives, content, techniques and methods, activities and testing, and gives a reference bibliography for teachers.

26. SCHWARZ, RADONNA. *Sample Bibliography for Elementary School Children Who Have Been Introduced to the Spanish Language.* St. Paul, Minn.: State Department of Education. Undated. 4 pp.

Presents a list of picture books, fiction and nonfiction, about the culture and history of Spain and Mexico. Should be useful as a guide to enrichment reading for elementary school children studying Spanish or for pleasure and informational reading for all children.

27. *Spanish in the Elementary Schools, Grades 4, 5, 6.* Curriculum Bulletin No. 14. New York: Board of Education, 1963. 98 pp. $1. Available from Publication Sales Office, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, N.Y.

Presents an approach to the teaching of Spanish in grades 4, 5, and 6 which emphasizes understanding and speaking. Specifically, contains material constituting the Spanish curriculum offered by elementary schools to selected classes. Includes information on objectives, content, techniques and methods, activities and testing, and gives a reference bibliography for teachers.

Language Arts

28. *Children's Literature: A Resource Guide for Enriching the Study of Literature, Grades 4–6.* Pasadena, Calif.: Pasadena City Schools, 1964. 134 pp. $2.50.

Provides suggestions for the teaching of literature to intellectually gifted children in the intermediate grades. Includes sample lessons, bibliographies, and lists of audiovisual materials.

29. *Suggested Enrichment Experiences for the Gifted Child in the Regular Classroom in Language Arts.* St. Paul, Minn.: State Department of Education. Undated. 3 pp.

Gives objectives to be considered in selecting enrichment activities and suggests enrichment experiences in language arts for gifted elementary school children.

Science

30. *Suggested Enrichment Experiences for the Gifted Child in the Regular Classroom in Science.* St. Paul, Minn.: State Department of Education. Undated. 3 pp.

Gives objectives to be considered in selecting enrichment activities and suggests enrichment experiences in science for gifted elementary school children.

Social Studies

31. *A Resource Guide for Third Grade Summer School Acceleration Classes: The American Indian, A Study of Life in a Primitive Culture. Working Draft.* Pasadena, Calif.: Pasadena City Schools. Undated. 143 pp. Available on loan to educators by special request.

Presents a curriculum guide for social studies enrichment designed for use in a summer school program for gifted children who have completed second and third grade in 1 year. Through a detailed study of the history and culture of the American Indian, aims to provide children with the historical, geographical, anthropological, and language arts learnings usually covered in third grade. Should be of interest to teachers in the primary grades.

Secondary School

Comprehensive Materials

32. CARTER, C. DOUGLAS, *ed. The Challenge—A Program for Gifted Children in the Eighth Grade.* Cullowhee, N.C.: Guidance Clinic, Western Carolina College, 1962. 62 pp. $1.

Provides a curriculum guide for an eighth-grade program in problems of citizenship, biology, and algebra. Includes brief bibliographies.

33. ———. *The Challenge—A Program for Gifted Children in the Seventh Grade.* Cullowhee, N.C.: Guidance Clinic, Western Carolina College, 1962. 98 pp. $1.

Provides a curriculum guide for the seventh-grade language arts, social studies (American history), arithmetic, science, and fine arts programs. Suggests numerous activities and includes a bibliography of use to junior high school teachers.

34. DEVITT, JOSEPH J. *Intellectual Stimulation of Gifted Pupils in Small Secondary Schools Through Televised Instruction.* Augusta, Maine: State Department of Education. Undated. 134 pp. Available from University Microfilms, Inc., University of Michigan, Ann Arbor, Mich.; examination copy available upon request from libraries of State departments of edu-

cation and libraries subscribing to the Library of Congress Documents Expediting Project.

Presents the procedures, findings, and conclusions of a research project whose purpose was to determine the effectiveness of televised science and mathematics courses designed to provide intellectual stimulation to gifted pupils, grades 10–12, in rural secondary schools. Gives data on students' achievement and attitudes, on reactions of participating personnel, and on problems of televised teaching. Reports that full-year academic courses geared to the aptitudes of superior students can be taught successfully through television.

35. *Fifty-six Practices for the Gifted.* Albany, N.Y.: State Education Department, 1958. 129 pp. 25 cents.

Describes provisions made by selected New York State high schools for their gifted students. Presents a variety of general practices as well as practices used in the subject areas (science, foreign languages, English, mathematics, theatre arts, art, citizenship education). Includes an extensive bibliography.

36. *The Honors and Advanced Placement Program.* Dallas, Tex.: Dallas Independent School District, 1964. 13 pp.

Discusses advantages for, and selection of, students for honors and advanced placement programs. Concentrates on enrichment procedures in language arts, mathematics, and science to be used in seventh-grade honors classes and gives suggestions for motivating academically able students. Should be of interest particularly to teachers of able students in junior high school.

37. *Humanities Team Teaching: A Pilot Project, Pasadena High School. Working Draft.* Pasadena, Calif.: Pasadena City Schools, 1964. 56 pp. Available on loan to educators by special request.

Presents an experimental design for a 3-year pilot project in humanities team teaching. Outlines teaching plans for a sequential program in English and social sciences for academically gifted students in grades 10, 11, and 12. Also reports on the evaluation of a pilot project in teaching honors English and U.S. history.

38. *Suggestions for Providing Enrichment and Acceleration for Superior Secondary School Students.* St. Paul, Minn.: State Department of Education. Undated. 3 pp.

Suggests a number of enrichment activities and acceleration methods for the gifted senior high school student. Should be of interest to teachers and administrators who would like to consider a variety of provisions to strengthen their school's curriculum for the gifted.

39. *Teaching Honors English 3A–3B and U.S. History AB: A Pilot Project. Working Draft.* Pasadena, Calif.; Pasadena

City Schools, 1963. 90 pp. Available on loan to educators by special request.

Presents a guide for teaching English and U.S. history courses to academically talented 11th graders. Discusses areas of emphasis, outlines the courses, gives sample lesson plans, and lists audiovisual and reference materials. Includes the design for evaluating the effectiveness of the courses.

40. TREMAINE, CLAIRE. *World History and World Literature for the Gifted Student.* Grossmont, Calif.: Grossmont Union High School District, 1962. 73 pp. $2.60.

Presents materials used in a 10th grade program in English literature, world literature, and history. Includes sample questions, lesson plans, and research papers. Provides questions designed for students who will take advanced placement examinations.

Materials on a Single Subject

Fine Arts

41. *Art in Business and Industry.* Towson, Md.: Board of Education of Baltimore County, 1961. 124 pp. $4.

Presents resource units to be used in a course in commercial art for the able student who has completed a 1-year high school course in art fundamentals. Emphasizes design principles, analysis of quality in design, the psychology of advertising, and the importance of art as a mass medium and as a method of meaningful communication. Includes a glossary of art terms.

42. *Fine Arts: Painting, Print Making, Sculpture.* Towson, Md.: Board of Education of Baltimore County, 1961. 120 pp. $4.

Provides a curriculum guide for use by teachers and students in a course for artistically talented students who have completed a 1-year high school course in the fundamentals of art. Contains resource units in painting (collage and oils), print making, and sculpture (modeling, carving, and construction), which stress design and composition and their relationship to meaningful artistic expression. Includes a glossary of art terms and a section on practical suggestions for studio practice.

43. MARTYN, RAYMOND H. *Survey in Music Theory and History for Senior High Schools in Edmonds School District No. 15.* Edmonds, Wash.: Edmonds School District No. 15, 1963. 43 pp. $3; also available in multiple copies at $2 per copy.

Discusses the objectives and class procedures of a high school music course. Presents exercises and tests to develop listening ability and to provide the student with a basic core of music knowledge that includes fundamentals, theory, and history. Should be of interest to music teachers planning courses for able students with a special interest in music.

Foreign Languages

44. *Advanced Placement Program in French.* Albany, N.Y.: State Education Department, 1960. 24 pp. 25 cents.

Presents guidelines for providing a college-level 6th-year French course for high school students gifted in foreign language. Discusses administrative considerations and course objectives. Offers suggestions for teaching the French language, literature, and culture. Includes a list of reference books, together with information on where these can be obtained.

45. *Advanced Placement Program in Spanish.* Albany, N.Y.: State Education Department, 1961. 28 pp. 25 cents.

Presents guidelines for providing a college-level 6th-year Spanish course for students gifted in foreign language. Discusses administrative considerations and suggests procedures for developing language proficiency and a knowledge of Spanish literature and culture. Includes a list of suggested literature readings and a bibliography of reference books, together with information on where materials may be obtained.

Language Arts

46. *Advanced Placement Program in English.* Albany, N.Y.: State Education Department, 1958. 32 pp. 25 cents.

Describes a college-level program in English for gifted high school seniors. Discusses selection of students, teachers, and materials and procedures for course work in literature and composition. Includes a bibliography of suggested literature anthologies and literary criticism.

47. *Books Every College-Bound Student Should Read.* (Reprinted from *Literary Cavalcade,* January 1961.) St. Paul, Minn.: State Department of Education. Undated. 4 pp.

Lists books of fiction, biography, poetry, drama, history, and science that, in the opinion of the college professors and magazine editors who compiled them, every college-bound secondary student should read. Should be of interest to teachers and librarians as a source of readings which can be recommended to interested students.

48. *Course Outline and Teaching Guide for Advanced Standing English I.* Redwood City, Calif.: Sequoia Union High School District, 1961. Rev. ed. 112 pp. Examination copy available upon request.

Defines the district's advanced standing English program for grade 9 and describes student selection and evaluation. Details the programs in composition and in literature regarding content and sequence, activities, areas to be emphasized, teaching aids, suggested teaching procedures, and reference materials.

49. *Course Outline and Teaching Guide for Advanced Standing English II.* Redwood City, Calif.: Sequoia Union High School District, 1961. 137 pp. Examination copy available upon request.

Defines the district's advanced standing English program for grade 10 and describes student selection. Elaborates on the programs for composition, critical thinking, and literature and gives detailed help to the teacher for presenting these areas. Features complete resource units on semantics and logic, poetry, short story, *Macbeth*, modern drama, and the novel. Lists titles for a number of thematic reading units as well as the required and recommended reading, with emphasis on American literature.

50. *Course Outline and Teaching Guide for Advanced Standing English III.* Redwood City, Calif.: Sequoia Union High School District, 1962. 119 pp. Examination copy available upon request.

Defines the district's advanced standing English program for grade 11 and describes student selection. Gives an overview of the year's work and presents five resource units: Essay, short story, poetry, novel, and drama. Provides information on objectives and texts and gives detailed treatment of content, methods, and activities for developing each unit.

51. *Curriculum Guides for English: Honors Grade 10, Honors Grade 11, Senior A12, Advanced Placement (College Level) 12.* Secondary Curriculum Bulletin No. 115. Kansas City, Mo.: School District of Kansas City, 1961. 79 pp. 75 cents.

Presents specific objectives of the honors curriculum in English and outlines the courses for grades 10 through 12. Suggests writing and speech assignments in relation to the goals to be reached and includes a brief bibliography of professional aids for teachers. Discusses the teaching of literature in terms of the concepts and skills to be developed and suggests specific literary works to be used in developing them.

52. *English, Advanced Grades 7–8.* Publication No. 3901. Warwick, R.I.: Warwick School Department, 1961. 55 pp. 50 cents.

Presents a course of study in English for capable seventh- and eighth-grade pupils. Gives attention to oral and written composition, poetry appreciation, and the short story, and provides an introduction to mythology. Should be of interest to English teachers for enriching the traditional course in English.

53. *English, Advanced Grades 7–12.* Publication No. 3902. Warwick, R.I.: Warwick School Department, 1962. 63 pp. 50 cents.

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Presents a course of study in English for academically talented pupils in secondary school. Gives attention to advanced writing skills (such as technique of style) and provides for a broad sampling of literary experiences.

54. *English Language Arts for the Superior Student.* Seattle, Wash.: Seattle Public Schools, 1964. 138 pp. $1.65.

Offers a multitude of practical suggestions and materials for use with secondary students who are superior in the language arts. Consists of syllabi for honors classes, teaching units, parallel lessons for regular and honors classes at various secondary grade levels, and information on the advanced placement program. Presents numerous sample lessons on literature that is frequently included in the English curriculum. Should be of interest to all English teachers as well as those working with gifted students.

55. GLATTHORN, ALLAN A. *Teaching the Gifted in the English Language Arts: Junior and Senior High School.* Abington, Pa.: School District of Abington Township, 1960. 36 pp. $1; examination copy available upon request.

Outlines the language arts curriculum for the gifted in grades 7–12. Includes general suggestions for teaching English to gifted classes and for students' selection and grading. Presents a bibliography of recommended readings for teachers.

56. HARLEY, CHERIE. *Project for Gifted Program—English III H.* Grossmont, Calif.: Grossmont Union High School District, 1962. 25 pp. $2.60.

Presents materials used in an 11th-grade English program. Includes sample questions, lesson plans, and research papers. Provides questions designed for students who will take the advanced placement examination.

57. MILLER, INGRID. *Sample Bibliography for Challenging the Thinking Abilities of Very Able High School Students.* St. Paul, Minn.: State Department of Education, 1961. 4 pp.

Presents an annotated, topically arranged list of fiction and nonfiction that can be read by able high school students. Includes humorous books and books on logic, philosophy, American society, and the theme of adversity. Should be of interest to students, teachers, and librarians as a guide to worthwhile reading and to teachers planning their literature program.

58. RUMPEL, ZONA. *Sample Bibliography for the Gifted High School Girl Interested in Widening Her Horizons Via the Reading of Historical, Romantic Fiction.* St. Paul, Minn.: State Department of Education, 1961. 2 pp.

Provides an annotated list of books which have both educational value and emotional appeal for gifted high school girls. Should be of interest

to English and history teachers, librarians, and parents who wish to recommend good literature to the high school girl who enjoys fiction.

59. STEWART, JOHN M. *A Handbook for Students of "Literary Classes—B."* Pasadena, Calif.: Pasadena City Schools, 1959. 82 pp. $1.

For each of six units in a half-year course in English literature, lists texts, supplementary books, and audiovisual aids, and provides related materials for the student. Also includes information on outside reading. Although designed for use by 12th-grade honors students in English, should be of interest to all high school English teachers.

60. *Youth Writes.* Kansas City, Mo.: School District of Kansas City, 1960. 72 pp. 50 cents.

Presents a collection of original writings—poetry, literary analysis, expository, imaginative—by Kansas City high school students. Should be of interest to English teachers and students as examples of good student writing and to others who wish to see the written work of capable English students.

Mathematics

61. *Advanced Placement Program in Mathematics.* Albany, N.Y.: State Education Department, 1959. 25 cents.

Presents guidelines to teachers and administrators for providing a college-level course in analytic geometry and calculus for academically superior high school students. Suggests several methods of telescoping the secondary mathematics curriculum to prepare the able and ambitious students for the course. Includes a topical outline of the course and a list of suitable texts.

62. Cleveland Public Schools. *Teachers' Guide: Eighth Grade Algebra for the Academically Talented.* Columbus, Ohio: State Department of Education, 1963. 107 pp.

Furnishes units of study for an eighth-grade algebra course in an accelerated mathematics program. For each unit provides suggestions and vocabulary words, and lists appropriate pages for five different textbooks. Can be modified to meet the needs of regular or accelerated algebra classes.

63. ———. *Teachers' Guide: Ninth Grade Plane and Solid Geometry for the Academically Talented.* Columbus, Ohio: State Department of Education, 1963. 273 pp.

Furnishes units of study for a unified plane and solid geometry course for the ninth grade in an accelerated mathematics program. Provides teaching suggestions; outlines the concepts, vocabulary, and symbolism that should be covered; and lists supplementary references for each unit. Can be modified to meet the needs of a regular or accelerated geometry class.

64. ———. *Teachers' Guide: Seventh Grade Mathematics for the Academically Talented.* Columbus, Ohio: State Department of Education, 1963. 125 pp.

Furnishes units of study for an accelerated seventh-grade mathematics course. For each unit provides teaching suggestions and references to supplementary books, films, and filmstrips. Lists mathematical terms and includes sample tests and a list of sources for teaching aids.

65. *Curriculum Guides in Mathematics: Algebra 1–2, Plane Geometry, Algebra 3–4, Solid Geometry, Trigonometry, Special Honors Math 3–4, 5–6, 7–8.* Secondary Curriculum Bulletin No. 114. Kansas City Mo.: School District of Kansas City, 1959. 76 pp. 75 cents.

Outlines the regular 4-year mathematics sequence and a 3-year sequence in honors mathematics, which was designed for experimental use with selected secondary school students. For both sequences, includes sections on objectives, specific units of study, evaluation and testing, references, materials, and professional aids.

66. *Differential and Integral Calculus: A Tentative Curriculum Guide.* Towson, Md.: Board of Education of Baltimore County, 1963. 59 pp. $1.50.

Outlines a 1-year course in differential and integral calculus for able high school students who have had a semester course in analytical geometry. Prepares students to take the advanced placement examination in mathematics.

67. *Geometry for Superior and Gifted Students: A Tentative Guide.* Towson, Md.: Board of Education of Baltimore County, 1959. 62 pp. $3.

Outlines a 1-year course in geometry for mathematically talented students. Integrates two- and three-dimensional concepts of geometry and emphasizes the use of analytic geometry as a method of proof. Provides opportunities for use of creative thinking and mathematical insight. Includes a section on the mathematics program for academically talented pupils at all grade levels in the Baltimore County schools and a bibliography of teacher materials and aids.

68. *Geometry: Tentative Guides.* Towson, Md.: Board of Education of Baltimore County, 1963. 134 pp. $5.

Contains two curriculum guides for a geometry course, each prepared for use with a different text. Although designed as a syllabus for a regular course, employs an approach which makes it suitable for able mathematics students. Unifies plane, solid, and coordinate geometry by emphasizing elementary set theory, logic, and the principle of separation. Includes a bibliography of teaching materials and aids.

69. *Integrated Mathematics, Grade 7, Advanced.* Publication No. 1901. Warwick, R.I.: Warwick School Department, 1961. 29 pp. 50 cents.

Presents a course of study in mathematics for capable seventh graders. Attempts to introduce the concepts, terminology, and symbolism of contemporary mathematics and to integrate these into the traditional content.

70. KRAMER, MAX, AND OTHERS. *An Accelerated Program for the More Capable and Interested Students in Mathematics, Grades 7–12.* San Jose, Calif.: Santa Clara County Office of Education, 1958. 134 pp.

Presents a mathematics program for talented secondary school students. Outlines the curriculum for each grade and provides annotations of numerous enrichment materials as well as teaching suggestions appropriate for each grade and for all grades. Suggests procedures for identifying pupils talented in mathematics and for implementing the program. Includes brief descriptions of other programs.

Science

71. *Advanced Placement Program in Biology.* Albany, N.Y.: State Education Department, 1959. 23 pp. 25 cents.

Presents guidelines to teachers and administrators in providing a college-level biology course for high school seniors with special abilities in science. Discusses administrative considerations and the selection of teachers and students. Includes a course outline and a bibliography of biology readings.

72. *Advanced Placement Program in Chemistry.* Albany, N.Y.: State Education Department, 1959. 14 pp. 25 cents.

Provides guidelines to teachers for planning a college-level chemistry course for high school seniors with special ability in science. Discusses desirable emphases and outlines the course work. Includes a bibliography of chemistry textbooks.

73. *Biology I: New Approaches and Objectives.* Publication No. 2901. Warwick, R.I.: Warwick School Department, 1960. 20 pp. 50 cents.

Presents a course of study in first-year biology for capable students. Lists topics to be covered for each of six broad units and provides detailed information on instructional aids.

74. *Chemistry.* Towson, Md.: Board of Education of Baltimore County, 1961. 250 pp. $5.

Presents a curriculum guide for a 1-year high school chemistry course for both regular and high ability classes. Contains units of study which emphasize fundamental concepts and relationships in chemistry and

which include teaching suggestions, bibliographic information, and "resource sheets" that provide subject matter and directions for experiments and demonstrations not found in most textbooks and manuals. Indicates which topics and activities are designed for high ability students only.

75. *Curriculum Guide in Physics: General, Advanced Placement (College Level).* Secondary Curriculum Bulletin No. 113. Kansas City, Mo.: School District of Kansas City, 1961. 66 pp. 75 cents.

Presents the curriculum for a general high school physics course and for an advanced placement course to be offered to those students who demonstrate exceptional ability in the former course. Outlines course content, suggests experiments and related activities for each study unit, and gives examples of test questions.

76. *Science, Interim Advanced Program.* Publication No. 2902. Warwick, R.I.: Warwick School Department, 1961. 39 pp. 50 cents.

Presents a course of study in science for capable students in grades 7 and 8. Includes units on the major science areas. Should be of interest to those concerned with the grade placement of certain science topics.

Social Studies

77. *Advanced Placement American History.* New York: Hunter College High School, 930 Lexington Avenue, 1963. 75 cents; multiple copies available for 60 cents per copy.

Provides units and a bibliography for a college-level course in American history for high school seniors.

78. *Advanced Placement European History.* New York: Hunter College High School, 930 Lexington Avenue, 1963. 75 cents; multiple copies available for 60 cents per copy.

Provides a course description, suggestions for summer reading assignments, and other guides for a college-level course in European history.

79. *Advanced Placement Program in American History.* Albany, N.Y.: State Education Department, 1963. Rev. ed. 52 pp. 25 cents.

Presents guidelines to teachers in providing a college-level American history course for the superior high school student. Discusses administrative considerations and course objectives and outlines teaching procedures. Includes suggestions for developing two sample topics and a bibliography of American history readings.

80. *American Economic History.* New York: Hunter College High School, 930 Lexington Avenue, 1963. 50 cents; multiple copies available at 35 cents per copy.

Provides course and unit outlines for integrating the study of economics into the second half year of an American history course. Approaching post-Civil War history topically, includes an introduction to the basic economic concepts, the historical development of government policy, and a discussion of current and controversial issues for each topic. Gives recommendations for texts and distribution of time. Should be of interest to social studies teachers in senior high school.

81. *Aspects of Japanese Culture* (tape). New York: Social Studies Department, Hunter College High School, 930 Lexington Avenue, 1963. 30 minutes. $3.

Provides an introduction to the philosophy, religion, art, poetry, and music of Japan for students in grades 11–12. Includes musical excerpts as illustrations. Is accompanied by a mimeographed guide.

82. BANKS, GEORGE. *A Check List of Activities for Gifted Pupils Enrolled in Social Studies Classes.* San Diego, Calif.: San Diego City Schools, 1958. 7 pp. Examination copy available upon request.

Outlines enrichment procedures for gifted students at the secondary level compiled from suggestions of experienced social studies teachers.

83. *Canada: A Nation in Search of Herself* (tape). New York: Social Studies Department, Hunter College High School, 930 Lexington Avenue, 1963. 35 minutes. $3.

Gives an overview of Canada's rise to independence, her relations with the United States, and her current problems and potential regarding her dual culture, economic viability, and status in the world. Is accompanied by a mimeographed guide. For students in grades 11 and 12.

84. *Capsule History of the Communist Party, from Marx to Stalin* (tape). New York: Social Studies Department, Hunter College High School, 930 Lexington Avenue, 1963. 35 minutes. $3.

Examines critically Marx's philosophy and contribution and traces the divergence between Socialist and Communist tactics and ideology. Designed for introducing a study of the U.S.S.R. to students in grades 11 and 12. Is accompanied by a mimeographed guide.

85. Cleveland Public Schools. *Teachers' Guides: American History for the Academically Talented; Advanced Placement American History.* Columbus, Ohio: State Department of Education, 1963. 165 pp.

Furnishes units of study for an American history course for the academically talented student and an advanced placement American history course. For each unit gives topics to be covered and areas for further exploration and lists appropriate visual aids and bibliographic data. Includes suggestions for establishing a basic library for American history courses. Should be of interest to secondary school American history teachers and curriculum directors.

86. ———. *Teachers' Guides: World History for the Academically Talented; Advanced Placement European History.* Columbus, Ohio: State Department of Education, 1963. 152 pp.

Furnishes units of study for courses in world history for the academically talented (from prehistoric times, with an emphasis on the Western World) and in advanced placement European history (with an emphasis on the modern period). For each unit gives major topics to be covered, readings, areas for further exploration, ideas for map study, and visual aids. Includes suggestions for establishing a basic library for world and European history courses. Should be of interest to secondary school history teachers and curriculum directors.

87. *Curriculum Guide for Social Studies—Grades 7–12.* Secondary Curriculum Bulletin No. 129. Kansas City, Mo.: School District of Kansas City, 1962. $10.

Presents curriculum guides for social studies courses offered in grades 7–12. Includes courses for students in grades 9–12 who are particularly qualified to pursue academic courses: 9th grade—citizenship; 10th grade—world history, world geography; 11th grade—American history; 12th grade—advanced placement American history, seminar in contemporary issues (one semester). For each course unit gives objectives; outline of content; suggested learning experiences and activities; lists of important terms, concepts, and names; and a bibliography of resource materials, audiovisual instructional materials, and professional aids.

88. *Early African History* (tape). New York: Social Studies Department, Hunter College High School, 930 Lexington Avenue, 1963. 30 minutes. $3.

Provides an introduction to the study of African history for students in grades 11 and 12. Notes the existence of mature African civilizations, the impact of Arab expansion, and the major tribal movements in Africa before European penetration. Is accompanied by a mimeographed guide.

89. *Europe and America in the Post-War World* (tape). New York: Social Studies Department, Hunter College High School, 930 Lexington Avenue, 1963. 35 minutes. $3.

Reviews the changes in Western Europe's economic and military unity since 1945. Includes an overview of political relation between countries. For grades 11 and 12.

90. *Failure of the Peace, 1919–39* (tape). New York: Social Studies Department, Hunter College High School, 930 Lexington Avenue, 1963. 28 minutes. $3.

Traces the decline in Europe and America of the optimism following World War I and the failure of European and American efforts to challenge the militant expansionism of Germany. Is suitable for courses in world history or U.S. diplomatic history, grades 11 and 12.

91. *Ghana and Nigeria: A Study in Sociopolitical Contrast* (tape). New York: Social Studies Department, Hunter College High School, 930 Lexington Avenue, 1963. 38 minutes. $3.

Presents a factual contrast of Ghana's and Nigeria's political and economic choices since achieving independence. Attempts to explain the differences between the two countries in terms of the relationship between their tribal experiences and the success of democratic institutions. Should be of use as a lesson in a unit on Africa for students in grades 11 and 12.

92. *Hope and Disillusion, 1871–1919* (tape). New York: Social Studies Department, Hunter College High School, 930 Lexington Avenue, 1963. 25 minutes. $3.

Analyzes the currents pulling Europe and the United States into World War I. Also notes countertrends toward optimism and humanitarianism. Designed to introduce the study of World War I in courses in world history or U.S. diplomatic history, grades 10 to 12.

93. *New York State and U.S. Colonial History.* New York: Hunter College High School, 930 Lexington Avenue, 1963. 25 cents; multiple copies available at 20 cents per copy.

Provides curricular materials and sample units for a one-semester social studies course for gifted seventh graders. Emphasizes New York State history in connection with the colonial period of American history.

94. *Overview of Latin America* (tape). New York: Social Studies Department, Hunter College High School, 930 Lexington Avenue, 1963. 30 minutes. $3.

Broadly outlines the political origins and the development and execution of public policy in Latin America. Also discusses present social and economic problems and progress. For grades 11 and 12.

95. *Prerevolutionary China* (tape). New York: Social Studies Department, Hunter College High School, 930 Lexington Avenue, 1963. 30 minutes. $3.

Provides an introduction for students in grades 11 and 12 to the geography, history, culture, and society of China before the Communist revolution.

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96. *Problems of Democracy and International Problems.* New York: Hunter College High School, 930 Lexington Avenue, 1963. 75 cents; multiple copies available at 60 cents per copy.

Provides a course outline and bibliography for two articulated one-semester courses, the first dealing with American politics, the second with world politics. Attempts to relate problems to political theory and the men and circumstances involved in its formulation. Uses primary sources for reading material.

97. *Resource Guide for the Study of Russia: An Enrichment Unit in the Social Studies for Junior High School Students.* Pasadena, Calif.: Pasadena City Schools, 1965. 215 pp. Query for price.

Presents a curriculum guide for use with academically able junior high school students. Includes the history and geography of Russia, suggestions for the use of primary source materials, bibliographies, and a list of audiovisual materials. Also available are four color filmstrips with coordinated audio-tapes for use in initiating this study.

98. *Social Studies for the Academically Talented.* Publication No. 4901. Warwick, R.I.: Warwick School Department, 1962. 16 pp. Single copies available at no cost; multiple copies, 10 cents per copy.

Presents the results of a workshop of social studies teachers. Should be of interest to persons planning social studies programs for gifted pupils in grades 7–12.

99. *United Nations* (tape). New York: Social Studies Department, Hunter College High School, 930 Lexington Avenue, 1963. 25 minutes. $3.

Presents the structure of the United Nations both as established by its charter and as subsequently modified. Includes a discussion of prospects for the U.N. Serves as an introduction for students in grades 11 and 12.

100. *The United States and the Contemporary World.* New York: Hunter College High School, 930 Lexington Avenue, 1963. $1; multiple copies available at 85 cents per copy.

Provides course and unit outlines for a full-year course for gifted juniors and seniors. Traces the growing involvement of the United States in each of the major areas of the world, focusing in depth on the geography, history, culture, and current problems and progress of each area. Requires students to read high school and college texts and adult paperback books and to do individual research. Includes unit bibliographies. Taped lectures also available.

101. *World Geography.* New York: Hunter College High School, 930 Lexington Avenue, 1963. 50 cents; multiple copies available at 35 cents a copy.

Provides courses and unit outlines for a one-semester geography course for gifted eighth graders. Gives a brief introduction to physical geography and units on economic geography, man's use of his resources; human geography, the interdependence of man; and on regional geography, a study of all geographic factors in representative countries in various world regions. Includes diagrams, maps, and recommendations for texts and distribution of time.

Elementary and Secondary School

Comprehensive Materials

102. BIXLER, HAROLD H., *ed. Enriching the Curriculum: A Manual for Teaching Bright and Gifted Children.* Cullowhee, N.C.: Guidance Clinic, Western Carolina College, 1961. 64 pp. $1.

Presents a series of units in various subject areas for elementary and junior high school grades with suggested activities for both typical and gifted students. Includes suggestions about books and materials and a chapter on enriching the basic elementary and junior high school subjects.

103. ———. *Enrichment Activities for the Gifted Child in the Regular Classroom, Grades 4 Through 8.* Cullowhee, N.C.: Guidance Clinic, Western Carolina College, 1961. 28 pp. 60 cents.

Provides practical ideas for the teacher of a heterogeneous classroom with a few gifted children. Includes enrichment suggestions for teaching science, arithmetic, social studies, language arts, the arts, and creative thinking, indicating materials needed for the activity.

104. BRODERICK, MARY P. *Enrichment Programs for Intellectually Gifted Students.* Sacramento, Calif.: State Department of Education, 1965. 250 pp.

Introduces the basic principles for establishing enrichment programs. Summarizes kinds of intellectual operations and presents plans for fostering them in the classroom. Contains model course outlines, lesson plans, independent pupil activities, and evaluative procedures for enrichment in the areas of creative expression, critical appreciation, and scientific discovery, methodology, and investigation. Includes specific course content suggestions in language arts, art, music, social science, science, and mathematics. Correlates with a filmstrip and a motion picture series of same title (see Nos. 108 and 109).

105. *Developing Creative and Cognitive Abilities.* Fresno, Calif.: Fresno County Schools, 1964. 5 pp. 25 cents.

Describes creative and cognitive abilities that should be developed in children, particularly those of high mental capability. Suggests activities for developing each ability and gives specific examples of student activities. Should be of interest to teachers at all educational levels as well as to parents.

106. *Enrichment for the Intellectually Gifted.* Los Angeles: Los Angeles City School Districts, 1960. 4 pp.

Gives guidelines designed to assist groups in developing an enriched curriculum for gifted pupils and in selecting materials. Outlines the elements of an enriched program—the requisite learning environment, the depth of learning experiences, and the types of thinking experiences that should be offered.

107. "Enrichment in the Classroom." *Fort Dodge Schools at Work.* Fort Dodge, Iowa: Fort Dodge Public Schools. Vol. 13, No. 3: 1–8, 1962.

Presents a series of captioned photographs illustrating actual enrichment activities in elementary and secondary classrooms. Includes practices for enriching the subject area programs, encouraging creative expression, stimulating desirable interests, and providing additional resources.

108. *Enrichment Programs for Intellectually Gifted Students* (filmstrip). Los Angeles California Project Talent, 1965. 45 minutes, sound, color. Available on loan from the State Department of Education, Sacramento, Calif., and Guidance and Counseling Section, Los Angeles City School Districts.

Outlines the characteristics of intellectually gifted students and ways enrichment programs can provide for these characteristics. Shows models of classroom organization and delineates the components of the learning environment in a successful enrichment program. Suggests specific activities for eliciting creative expression in the language arts, for critical appreciation in art and music, and for scientific discovery, methodology, and investigation in the social sciences, science, and mathematics. Correlates with a publication and motion picture series by the same title (see Nos. 104 and 109).

109. *Enrichment Programs for Intellectually Gifted Students* (14 motion pictures). Los Angeles California Project Talent, 1965. 30 minutes each, sound, black and white, 16 mm. Available on loan from the State Department of Education, Sacramento, Calif., and Guidance and Counseling Section, Los Angeles City School Districts.

Presents a series of demonstration lessons that foster creative expression; critical expression; and scientific discovery, methodology, and investigation. Includes a series of five films, "Framework for the Study

of the Literary Element of Characterization Through a Sequence of Experiences Related to Courage—A Quality of Character," based on J. P. Guilford's theory of intellectual operations; three films, "Framework for a Study of the Sonata Form of Music," utilizing learning theories outlined in *Process of Education*, by Jerome Bruner; and six films, "Framework for the Study of Graphic Representation of Statistical Information," which apply Benjamin Bloom's *Taxonomy of Education Objectives: Cognitive Domain.* Correlates with publication and filmstrip of the same title (see Nos. 104 and 108).

110. *Further Enrichment Ideas for Gifted Students.* Neenah, Wis.: Neenah Public Schools, 1959. 31 pp.

Presents teachers' ideas for enriching the curriculum in kindergarten, grades 1–8, and high school. Includes activities appropriate for children with intellectual, artistic, dramatic, musical, physical, scientific, and leadership talent. Should be of interest to teachers working with gifted children of all ages.

111. GIBBONY, HAZEL L. *Enrichment—Classroom Challenge.* Columbus, Ohio: State Department of Education, 1962. 90 pp.

Provides several hundred specific suggestions for teaching the major subject areas to gifted students at the elementary and secondary levels. Includes ideas and activities appropriate for both individuals and small groups and information on the use of the library and audiovisual materials. Should be of interest to teachers and supervisors of curricular areas.

112. *The Gifted Child in the Regular Classroom.* Jackson, Miss.: Jackson Public Schools, 1957. 13 pp. 50 cents.

Lists recommended activities in the major subject areas for challenging the gifted child in the regular classroom. Gives suggestions for both elementary and secondary levels. Includes an annotated bibliography for further reading.

113. GOLDSMITH, JOHN. *Games and Puzzles for the More Able Student.* Cupertino, Calif.: Cupertino Union School District, 1964. 76 pp. $1.25.

Provides puzzles and games for challenging the more able student, grades 1–8, in the regular classroom. Includes activities for all subject areas, including source materials and directions for carrying them out.

114. ———. *Teaching Units for Challenging the More Able Student in the Classroom.* Cupertino, Calif.: Cupertino Union School District, 1961. 117 pp. $1.25.

Provides units for teaching mentally able students in grades 4–8. Covers geology, history and development of English and writing, literature and folklore, instrumental and operatic music, and social studies (world neighbors). Suggests methods for carrying out activities and includes references.

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115. *Guides for Teaching Our Academically Talented.* Kansas City, Mo.: School District of Kansas City. Undated. 6 pp.

Lists the special capacities of mentally superior children and provides some suggestions for teaching the various subject areas to them.

116. *Handbook for Teachers of Classes for Gifted Children.* Indianapolis, Ind.: Indianapolis Public Schools, 1963. 37 pp. $1.50.

Presents information of interest to staffs of special classes for gifted children, grades 5–8, on the selection of pupils, parent evaluation, and curriculum. Gives guidelines for teaching literature, French, and typewriting and for training in individual research. Includes a bibliography of books on the gifted for teacher reference, an annotated bibliography of books for use with literature discussion groups for each grade level, and sample daily schedules.

117. *Handbook of Enrichment Ideas for Gifted Students. Part I—Grades Kindergarten–4. Part II—Grades 5–12.* Neenah, Wis.: Neenah Public Schools, 1958. 125 pp.

Presents ideas for enriching the curriculum of gifted students. Keys pages by color according to type of talent for which various activities are appropriate: intellectual, scientific, mechanical or physical, artistic (music, art, drama, writing), and leadership. Should be of interest to classroom teachers, particularly of grades 1–8.

118. PLOWMAN, PAUL D. *Maximum Development of Capacities and Talents.* Sacramento, Calif.: State Department of Education, 1963. 3 pp.

Presents ideas for guiding students toward self-fulfillment and for planning curricular experiences which will meet the learning needs of individuals.

119. SCOTT, RICHARD. *Idea Inventory in Teaching the Creative.* Sutherlin, Oreg.: School District 130–C, 1964. 35 pp. 50 cents.

Presents general ideas and ideas by subject matter fields for teaching the creative student. Includes samples of some informal experiments used in comparing creative classes with less creative ones.

120. *Suggested Films and Tape Recordings Relating to the Educational Provisions and Needs of the Talented and Gifted.* St. Paul, Minn.: State Department of Education. Undated. 4 pp.

Lists and annotates films dealing with educational provisions for needs and characteristics of the gifted and talented. Suggests some films to be used with junior and senior high school students on such subjects as

"Being Different," "Importance of Goals," and various study skills. Also lists tape recordings for teacher use. Should be of use to educators wishing to learn about gifted students and to teachers wishing to use audiovisual materials to supplement their classes.

Materials On a Single Subject

121. *The Great Alaskan Earthquake of March 27, 1964* (filmstrip). Pasadena, Calif.: Pasadena City Schools, 1964. 30 minutes, sound (audiotape), color. $8.

Discusses the causes and effects of the Alaskan earthquake of March 1964 and considers ways of minimizing damage to earthquake regions in the future. Designed for use in teaching physical science. Should be of interest to teachers of bright children from the fourth grade through high school. Accompanied by a printed copy of the narration.

122. *Language Arts for Superior and Gifted Students, Grades 1–12.* Towson, Md.: Board of Education of Baltimore County, 1959. 284 pp. $5.

Presents suggestions for teaching English to superior pupils in grades 1–12. Contains a tightly articulated sequence for developing language skills, with recommended teaching procedures; suggestions for enrichment and adaptation of the regular language arts program through grade 11; and a college-level course of study for the 12th grade. Includes a general section on provisions of the education of the highly gifted in Baltimore County.

123. *Reading Development and Enrichment.* Carmichael, Calif.: San Juan Unified School District, 1964. 127 pp.

Provides guidelines and activities for teaching reading to children, grades K–8, giving particular attention to the development of phonetic and word analysis skills. Includes a section on enrichment activities in reading for academically able students. Contains extensive lists of books recommended for various reading levels, including high school; a general bibliography for teachers; and a selected bibliography on the gifted.

124. *The Story of Hawaii* (filmstrip). Pasadena, Calif.: Pasadena City Schools, 1964. 30 minutes, sound (audiotape), color. $8.

Presents a brief survey of the history and culture of Hawaii appropriate for able children, grades 4–8. Emphasizes the hospitality of the environment in which plants, animals, people, and cultures from all over the world flourish. Accompanied by a printed copy of the narration.

125. *A Technique for Classroom Investigation* (motion picture). Monmouth, Oreg.: State System of Higher Education, 1964. 33 minutes, sound, color, 16 mm. Available on loan from Audiovisual Services, Oregon State University, Corvallis,

Oreg.; for preview and sale from Teaching Research Division, Oregon State System of Higher Education, Monmouth.

Documents 8 days of classroom investigations on the behavior of the mealworm to illustrate some effective techniques of developing scientific research skills in children. As an alternative method of science instruction, should be of interest to science teachers at the elementary and junior high school levels.

126. WELLS, EVELYN. *Sample Bibliography for Enrichment and Background Reading in Geology for the Very Able Younger Students.* St. Paul, Minn.: State Department of Education, 1961. 3 pp.

Provides an annotated list of books about geology for students in grades 3–9. Arranged according to increasing level of difficulty, should be a useful source for teachers, librarians, and students interested in finding appropriate readings in geological science.

II. MATERIALS RELATING TO STATE, COUNTY, AND LOCAL PROGRAMS

State Programs

127. BIXLER, HAROLD H., *ed. Practices in Teaching the Superior and Gifted: Final Report of the Commission to Study the Public School Education of Exceptionally Talented Children.* Cullowhee, N.C.: the Commission, 1962. 247 pp. $2. Available from Guidance Clinic, Western Carolina College, Cullowhee, N.C.

Describes administrative procedures used and the curriculum adopted in pilot centers set up by the Commission to Study the Public School Education of Exceptionally Talented Children in North Carolina. Includes discussions of nongraded primary, combination classes, special classes, cluster and other kinds of grouping, and advanced placement classes. Also reports results of research studies sponsored by the commission.

128. *Demonstration Centers.* Springfield, Ill.: Office of the State Superintendent of Public Instruction, 1963. 6 pp.

Details the role of demonstration centers in the Illinois Plan for Program Development for Gifted Children, the criteria for the selection of demonstration centers for support under the plan, and directions for applying for support and preparing a proposal. Should be of interest to persons seeking support in Illinois for demonstration activities or to groups wishing to set up similar programs.

129. *Experimental Projects.* Springfield, Ill.: Office of the State Superintendent of Public Instruction, 1963. 6 pp.

Details the role of the experimental projects program in the Illinois Plan for Program Development for Gifted Children, the criteria for selecting projects for support under the plan, and directions for applying for support and preparing a proposal. Should be of interest to groups supporting similar research or to persons applying for support in Illinois.

130. *Exploring Education of Gifted Children. Report on Four Regional Conferences, January 23–26, 1962.* Bismarck, N. Dak.: State Department of Public Instruction, 1962. 16 pp.

Reports on four regional conferences on teaching gifted children attended by fourth-, fifth-, and sixth-grade teachers. Lists suggestions offered by conference participants for improving the education of gifted children.

131. FLICKINGER, GENEVA ELY. "Educating the Highly Able." *Maryland School Bulletin,* Vol. XXXIX, No. 1 :1–43, December 1962. Baltimore, Md.: State Department of Education.

Presents a policy statement of a committee appointed by the Maryland Superintendent of Schools to study ways of improving the education of the highly able. Discusses the role of high ability in a democracy; its nature, identification, and development; the responsibility of the public school for the education of the highly able; and guidelines for action.

132. *The Governor's Honors Program—A Report.* Atlanta, Ga.: State Department of Education, 1964. 27 pp.

Reports on a statewide residential summer program for 400 students who have completed either the 10th or 11th grade and who have been identified as academically gifted or exceptionally talented in the visual or performing arts. Outlines criteria for student selection and specific instructional goals of the staff. Supplies a brief description of the curriculum in each of the areas of study.

133. *The Governor's Honors Program—Some Research.* Atlanta, Ga.: State Department of Education, 1964. 16 pp.

Presents data collected about the academically and artistically talented secondary school students participating in the Georgia Governor's Honors Program. For each group describes students in terms of the following categories: Family characteristics, occupational status of parents, characteristics of the secondary schools, intelligence level, academic level, and motivational characteristics. Also discusses student achievement in terms of their secondary school's average daily attendance, teacher-pupil ratio, Carnegie units offered, and cost per pupil. Should be of interest to groups planning similar summer programs for talented students.

134. *The Governor's School of North Carolina.* Winston-Salem, N.C.: The Governor's School, Box 67, Salem Station, 1963. 16 pp.

Reports on the first year's program of the Governor's School of North Carolina, a residential summer school for North Carolina's academically gifted or artistically talented high school students. Explains the purposes and goals of the school, the type of instruction, and organization of the curriculum. Discusses the objectives and methods of the course offerings in academic subjects, performing arts, and "Essential Ideas." Should be of value to State personnel and local administrators interested in planning a residential summer school of this kind.

135. *Guidelines for Fellowship Program, 1964–65.* Springfield, Ill.: Office of the State Superintendent of Public Instruction, 1964. 2 pp.

Gives requirements for graduate students to receive fellowships from the Illinois Office of the Superintendent of Public Instruction for full-time study at an Illinois college or university to improve their competence for working in programs for the education of gifted students. Should be of interest to those planning similar programs.

136. *Guidelines for Institutes.* Springfield, Ill.: Office of the State Superintendent of Public Instruction, 1964. 2 pp.

Gives requirements for school districts, colleges, and universities to receive grants under the Illinois Plan for Program Development for Gifted Children for the purpose of running inservice, summer, and academic-year institutes for the preparation of specialized personnel to serve in various roles in programs for gifted children and youth. Should be of interest to those planning similar institutes.

137. *Guidelines for Reimbursements to School Districts.* Springfield, Ill.: Office of the State Superintendent of Public Instruction, 1964. 5 pp.

Gives requirements for local school districts to receive financial reimbursement for the improvement of programs for gifted children under the Illinois Plan for Program Development for Gifted Children. Lists elements that must be present in a program.

138. HANSEN, CARL F. *Review of the Track System in the District of Columbia.* Washington, D.C.: Public Schools of the District of Columbia, 1964. 42 pp.

Outlines the rationale for the track system as administered in the District of Columbia schools. Discusses the relative merits of various types of grouping found in American schools. Includes several graphs and tables as illustrations of some positive results of tracking.

139. JACKSON, DAVID M. *The Illinois Plan for Program Development for Gifted Children.* Springfield, Ill.: Office of the State Superintendent of Public Instruction, 1963. 8 pp.

Describes the origins of the Illinois plan; the legislative action taken; and the various parts of the program—reimbursement to school districts improving services for gifted children, demonstration centers, assistance for experimental projects, consultation services, and support of programs training personnel. Should be of interest to committees planning State action in behalf of talented students.

140. ———. *Progress in Implementing the Illinois Plan for Program Development for Gifted Children.* Springfield, Ill.: Office of the State Superintendent of Public Instruction, 1963. 12 pp.

Gives the background of the need for Illinois' program of special services for the gifted and describes the legislation establishing the Illinois Plan for Program Development for Gifted Children. Details the plan's achievements.

141. KELLEY, ROBERT. *Education for the Gifted in New York State.* Albany, N.Y.: State Education Department, 1964. 36 pp.

Presents the procedures and findings of a survey undertaken to determine the extent of various provisions for gifted children in New York State in school systems of cities having populations of less than 125,000. Reports data relating to selection procedures, administrative and curricular provisions, evaluation of provisions offered, and major problems in education of the gifted. Includes a copy of the questionnaire sent to schools. Designed to make teachers and administrators aware of the possibilities open to them in providing for gifted students.

142. KILLIAN, CARL D., AND OTHERS. *Report of the Commission to Study the Public School Education of Exceptionally Talented Children.* Cullowhee, N.C.: the Commission, 1961. 23 pp. 50 cents. Available from Guidance Clinic, Western Carolina College, Cullowhee, N.C.

Reports the recommendations and accomplishments of the Commission to Study the Public School Education for Exceptionally Talented Children in North Carolina. Proposes the establishment of a State program adaptable to the needs of all public elementary and secondary schools in the State and suggests procedures for implementing this program. Includes recommendations for financing at the State level. Should be of interest to other States and to large school systems interested in establishing comprehensive programs for superior students.

143. *MacFarland-Roosevelt Guidance Project Progress Report 1959–62.* Washington, D.C.: Public Schools of the District of Columbia, 1962. 32 pp.

Reports on the MacFarland-Roosevelt Guidance Project (Talent Search), a demonstration project designed to discover and develop latent talents of junior high school students. Describes the special services provided—remedial instruction, counseling, clinical services, and cultural group activities. Includes considerable test data, indicating better than normal academic growth by the experimental group, and data on the socioeconomic composition of the group.

144. NEWLIN, WAYNE E. *Summary of Remarks at the Sixth Institute on Program Planning for the Gifted at the University of Illinois.* Springfield, Ill.: Office of the State Superintendent of Public Instruction, 1964. 13 pp.

Comments on the educational philosophy on which the Illinois Plan for Program Development for Gifted Children is based, outlines the plan, and details the consultant services offered to local school systems as they develop and improve services for gifted children.

145. *The Philosophy of the Minnesota State Department of Education in the Education of Talented Pupils.* St. Paul, Minn.: State Department of Education, 1959. 2 pp.

States the philosophy of the Minnesota State Department of Education on the education of talented pupils. Defines the talented as those having capacity for outstanding achievement in any area (e.g., music, graphic arts, mechanical skills, social leadership)—not only in the academic. Discusses the responsibilities of the State department of education for these students' differentiated education, gives a rationale and notes some criteria of any successful talent development program, and points to State needs.

146. PLOWMAN, PAUL D. *Framework of the California Program for Gifted Minors.* Sacramento, Calif.: State Department of Education, 1964. 3 pp.

Outlines regulations for school districts to qualify for State reimbursement for certain excess expenses incurred in providing programs for mentally gifted minors. States kinds of programs and services that are eligible and the minimum standards for their administration.

147. ———, *and* RICE, JOSEPH P., JR. "Recent Developments in Education for Gifted Pupils in California." *California Education,* Vol. I, No. 5: 3–8, January 1964. Sacramento, Calif.: State Department of Education.

Gives pertinent information about California's program for mentally gifted minors and about the California Project Talent, which demonstrates four kinds of educational programs for gifted pupils. Briefly reviews these demonstrations: enrichment, acceleration, counseling-instructional program, and special classes.

148. ———. *Revised Guidelines for Establishing and Evaluating Programs for Mentally Gifted Minors.* Sacramento, Calif.: State Department of Education, 1964. 43 pp.

Outlines minimum standards for the California Mentally Gifted Minor Program. Suggests criteria for teacher selection and ways in which each of the six State-identified programs for gifted children is adaptable to particular pupils, schools, communities, and teachers. Contains appendixes on identification, evaluation, secondary programs, and models for curriculum development and evaluation.

149. *Report of the Study on Programs for the Talented in Public Schools of Minnesota.* St. Paul, Minn.: State Department of Education. Undated. 8 pp.

Summarizes findings of a report on programs for the talented in the Minnesota public schools. Concludes that educators throughout the State should become better informed about the nature, identification, nurture, and effective utilization of talent, and gives recommendations for action proposed by those conducting the study.

150. *Vermont's Educationally Advanced Children.* Montpelier, Vt.: State Department of Education, 1962. 13 pp.

Presents the findings of a survey undertaken by the Vermont State Education Department to determine the number of academically talented children in the State and what provisions were being made for them. Includes recommendations to local school districts and the State department of education for providing better educational opportunities for academically talented students.

County Programs

151. BARBE, WALTER B. *As If the Chart Were Given.* Columbus, Ohio: State Department of Education, 1963. 43 pp.

Reports the procedures and findings of a 2-year demonstration project for gifted elementary school children in Portage County, Ohio. Indicates that gifted children can be provided for in other than urban areas. Should be helpful to teachers, administrators, and supervisors in rural or county school systems.

152. BECK, MADELINE, *and* PRICE, CHARLOTTE. *Conversational Dining.* Daytona Beach, Fla.: Volusia County Enrichment Center, 1964. 6 pp.

Reports on a 1-year personal development project for gifted children, grades 4–7, attending an enrichment center. Gives specific plans for the program and summarizes the children's comments on the program.

153. *Creative Music Education—Original Composition by Students.* Des Moines, Iowa: Polk County Board of Education, 1961. 24 pp.

Describes a countywide original composition project for the 1960–61 school year. Includes sections on the purposes of the project, teaching techniques for creative music education, public relations, and student evaluation of the program. Should be of interest to music educators, supervisors, and administrators at the elementary level.

154. DAVIS, ALICE H. *Program for Gifted Elementary School Children.* Indiana, Pa.: Indiana County Schools, 1963. 27 pp. $1.

Presents an overview of a county-level Saturday enrichment program for academically talented fifth and sixth graders. Outlines course objectives and content, methods of student selection, and resources used. Includes results of pupil adjustment evaluation.

155. DELLA DORA, DELMO. *"How Do Your Gifted Grow?"* Detroit, Mich.: Wayne County Association of School Administrators, 1960. Available from the Wayne County Board of Education, Detroit: Single copies at no cost; multiple copies at 25 cents per copy.

Presents the findings and recommendations of the Wayne County Study for the Gifted on purposes of programs for the gifted and procedures for pupil identification and program administration. Includes criteria for evaluating an ongoing program for gifted pupils.

156. *Development of a Pilot Program for Gifted Fifth and Eighth Grade Pupils During the 1959–60 School Year.* Santa Rosa, Calif.: Sonoma County Schools, 1961. 5 pp.

Outlines the development of a pilot program for gifted fifth- and eighth-grade pupils. Discusses purposes and structure of the program, identification of participating pupils, and the method of evaluation.

157. *Educating the More Able Students in the Kent County High Schools.* Chestertown, Md.: Kent County Board of Education, 1962. 66 pp. $1.50.

Offers suggestions for organizing and developing a program for educating the more able students in small high schools. Gives guidelines for pupil selection, recommends curriculum and administrative adjustments, and discusses teacher and administrator responsibilities. Includes an outline of programs set up in four Kent County high schools and a bibliography of references.

158. GARDNER, GORDON, AND OTHERS. *Programs for the Gifted Child.* Riverside, Calif.: Office of the County Superintendent of Schools, 1962. 56 pp.

Provides background materials on county programs and research findings and indicates sources of further information for teachers and administrators interested in developing and refining instructional programs for the gifted. Discusses student identification and ways of

organizing instruction and describes a wide variety of programs and practices in this country and abroad.

159. LOWRY, MARGUERITE J. *Special Education for Gifted Children, Volusia County, Fla.* Daytona Beach, Fla.: Volusia County Enrichment Center, 1962. 9 pp.

Describes an enrichment center for intellectually superior children in grades 3–7—administrative plan, identification procedures, teaching methods, curriculum, supportive parents' organization, and civic participation. Includes sections from Florida State law governing the establishment of programs for intellectually superior students.

160. ———, SMILEY, JOHN H., *and* EDMUNDS, A. F. *Enrichment Center for the Gifted—Parent Opinion Survey.* Daytona Beach, Fla.: Volusia County Enrichment Center, 1961. 22 pp.

Presents parents' opinions of an optional enrichment program attended by their intellectually advanced children, grades 3–7. Gives opinions on such topics as the general value of the program, its curriculum offerings, assignments, and changes in the child's use of his ability. Indicates positive parental endorsement of the program.

161. MCCLENDON, EDWIN J. *Report of a Status Study of Programs for Gifted Students in High Schools of Wayne County, Michigan.* Detroit, Mich.: Wayne County Board of Education, 1962. 40 pp. $1.

Reports the results of a survey of special classes for gifted students in the major content areas in Wayne County senior high schools. Lists offerings of responding schools and includes information on criteria for pupil selection, scheduling practices, instructional materials, marking practices, costs, and evaluative techniques. Should be of interest to school personnel wishing to locate school systems with programs for talented students and to administrators wishing to make similar studies.

162. PHILLIPPI, WOODROW L. *Humanities Program for Secondary School Students.* Indiana, Pa.: Indiana County Schools, 1963. 18 pp. $1.

Presents suggestions for a county-level Saturday course in the humanities for academically talented seventh and eighth graders. Describes methods of student selection and organization and administration of the course. Gives a detailed outline of the course's content. Should be of interest to administrators planning a similar course.

163. ———. *Science and Mathematics Seminar: A Program for Gifted Senior High School Students.* Indiana, Pa.: Indiana County Schools, 1960. 20 pp. $1.

Describes a voluntary extracurricular program held on the county level and designed to broaden the perspectives of gifted senior high school students in science and mathematics. Includes an outline of stu-

dent selection, program policies, and course content. Should be of interest to administrators planning similar courses.

164. SMITH, WILLIAM H. *The Effect of Enrichment on the Academic Achievement of Superior and Gifted Children.* DeLand, Fla.: Volusia County Exceptional Child Program, 1963. 6 pp. Available from the Volusia County Enrichment Center, Daytona Beach, Fla.

Describes the proceedings and findings of a study of the effects on academic achievement of an enrichment program which requires students to be absent from their regular classes one day a week. Reports indications that the special program does not adversely affect academic achievement.

Local Programs

Elementary School

165. ALEXANDER, KAY. *The High Achievement Program.* Anaheim, Calif.: Anaheim City School District, 1963. 32 pp. $1.

Describes the Anaheim enrichment program for gifted fifth and sixth graders. Discusses characteristics of the gifted, identification and selection procedures, enrichment materials and activities, roles of teacher and principal, and program evaluation. Includes sample evaluation forms and an excerpt from the California Administrative Code pertaining to the Mentally Gifted Minors Program.

166. ANDERSON, DONALD G., *and* SHEA, MARTHA. *Program for Gifted Pupils, Grade 6.* Oakland, Calif.: Oakland Public Schools, 1963. 53 pp.

Outlines the program for gifted and academically talented pupils in Oakland's sixth-grade centers. Describes the goals and nature of the gifted program in all major curriculum areas and, for each area, discusses content and method of teaching. Includes sections on evaluation, grading practices, homework, and conferences with parents. Should be of interest to teachers, guidance personnel, and administrators concerned with the education of gifted children.

167. *Catalog Handbook of the Mentally Gifted Minors Program, 1963–64, K–6.* Rialto, Calif.: Rialto Unified School District, 1964. 60 pp. $1.

Provides general information on Rialto's program for mentally gifted elementary school children, with brief summaries of various projects. Includes forms used in identifying the children, forms for observing identified students, and pupil interest and personal history forms. Lists books and materials that are appropriate for use with mentally gifted children, grades K–6.

168. *Challenging the Gifted* (motion picture). Cullowhee, N.C.: Guidance Clinic, Western Carolina College, 1960. 30 minutes, sound, color, 16 mm. Available on loan.

Shows a residential summer program for highly gifted fifth graders. Includes portion of the screening process, but concentrates on classroom activities as well as recreation and physical fitness programs.

169. "The Elementary Program for the Gifted." *Curriculum Digest,* Vol. XXI, No. 5: 1–2, 8, April–May 1961. San Diego, Calif.: San Diego City Schools.

Describes the provisions for gifted children in San Diego elementary schools. Outlines procedures for pupil identification and notification of parents; the administrative adjustments made—cluster grouping for enrichment within the regular classroom, acceleration, and grouping of children with special problems; and special services, such as counseling and equipment centers and the provision of teacher consultants.

170. *Guide for Planned Acceleration for Gifted Second Graders. Working Draft.* Pasadena, Calif.: Pasadena City Schools, 1963. 23 pp. Available on loan to educators by special request.

Describes Pasadena's acceleration program for gifted primary school pupils in which second and third grades are completed in 1 year. Includes a rationale for acceleration, procedures for initiating and implementing the program, a curriculum outline, and sample forms used by the schools for administering the program.

171. HOFFMAN, RUTH B. *Enrichment Center Program Step by Step.* Wantagh, N.Y.: Wantagh Public Schools, 1959. 42 pp. Examination copy available upon request.

Describes an enrichment program for elementary school children of high mental ability and achievement level. Reports procedures for identification and selection; orientation of teachers, parents, and children; and evaluation of program and student achievement. Includes a brief overview of curriculum activities.

172. ———. *Evaluation of Elementary School Enrichment Center Program.* Wantagh, N.Y.: Wantagh Public Schools, 1962. 100 pp.

Presents the proceedings and findings of a study of the effect of horizontal enrichment on superior children in the primary grades who attend an enrichment center for 1 hour daily. Reports that tests indicate no differences between control and experimental groups in feelings of responsibility to self and society, although the experimental group shows some superiority in academic achievement.

173. *The Intellectually Gifted Child in the Richmond Elementary Schools.* Richmond, Calif.: Richmond Schools, 1960. 30 pp.

Describes the objectives and techniques used in providing for the intellectual development of the gifted elementary school pupil. Offers suggestions for identification, organization of instruction (enrichment, grade and content acceleration, and special grouping), parental involvement, and program evaluation. Includes a bibliography and an appendix of evaluative checklists.

174. LENNER, EVELYN O. *Abington Township's Elementary Seminar for Academically Talented.* Abington, Pa.: School District of Abington Township, 1961. 8 pp. Examination copy available upon request.

Describes an after-school seminar program designed to strengthen the intellectual curiosity and cultural background of academically talented fifth and sixth graders. Includes an outline of procedures for student selection and for organizing and evaluating the seminar.

175. MORRILL, MAURICE B., *ed. Gifted Children: A Special Class Conducted in the Summer of 1958.* Cullowhee, N.C.: Guidance Clinic, Western Carolina College, 1959. 31 pp. $1.

Describes the first special class for highly gifted sixth-grade children in a summer residential school at Western Carolina College. Reports on selection procedures, curriculum, and results of research with the children. Should be of interest to public school administrators, supervisors, and teachers planning to establish summer programs for talented elementary school children.

176. *The 1962–63 Report on the High Achievers' Program of Segregating Wholesome Gifted Elementary School Students.* Bloomington, Minn.: Bloomington Public Schools, 1963. 89 pp.

Describes the Bloomington program for high ability, high achieving children in the intermediate elementary grades. Presents detailed sections on curriculum, evaluation, and comparisons and evaluations of previous high achiever classes. Also provides information about the community, the schools, and education for the gifted in general. As a description of a program which has received endorsement by parents and teachers and which reports student progress in all areas, should be of interest to school systems planning to provide special programs for the gifted.

177. *Program for Gifted Pupils in the St. Louis Public Elementary Schools.* St. Louis, Mo.: St. Louis Public Schools, 1960. 7 pp.

Outlines the program of special elementary school classes for gifted children. Discusses criteria of selection, curriculum adaptation, and achievement of former participant students. Offers brief discussion of traits of gifted children and advises parents on such matters as grades, homework, and work standards.

178. *The Resource Teacher.* Eugene, Oreg.: Eugene Public Schools, 1964. 6 pp.

Describes a program that provides a resource teacher for each elementary school for the purpose of enriching the learning of children with high academic ability or with special interests and abilities, extending the use of the library to all children, and improving the instructional program. Discusses the characteristics of workshop classes and interest groups conducted by the resource teacher and notes benefits of the program.

179. *San Rafael Program for More Able Learners. Second Annual Progress Report.* San Rafael, Calif.: San Rafael City Schools, 1961. 40 pp.

Discusses the objectives and nature of the San Rafael program for more able learners in elementary school. Presents sections on identification, suggestions for local school planning, and a view of the curriculum which features student-centered exploration and experimentation.

180. SHEA, MARTHA. *Books Purchased for Gifted Centers, Grade Six.* Oakland, Calif.: Oakland Public Schools, 1963. 3 pp. Examination copy available upon request.

Lists books purchased for use by students in Oakland's gifted centers, grade 6. Should be of interest to librarians and teachers for providing appropriate readings for gifted students.

181. ———. *Books Purchased to Circulate for Gifted Centers.* Oakland, Calif.: Oakland Public Schools, 1964, 19 pp. Examination copy available upon request.

Lists books that circulate among the Oakland gifted centers for use by gifted sixth graders. Should be of interest to school personnel building a specific library for gifted children, grade 6, and to teachers as a source of readings to recommend to students.

182. TOWNER, EARL M. *A Proposal for a Demonstration Program for an Accelerated Primary.* Seattle, Wash.: Seattle Public Schools, 1964. 6 pp.

Describes a program for academically able children designed to cover second and third grades in 1 year and a summer. Contains a plan for pupil identification and for program implementation and evaluation, and discusses other similar programs and implications of the program for curriculum.

Secondary School

183. AGOL, ALAN W. *Humanities Enrichment Program for Gifted Students of VUHS.* Visalia, Calif.: Visalia Union High School District, 1962. 11 pp.

Describes the organization of an extracurricular class in the humanities for gifted youngsters reared in a rural community. Includes information on identification procedures, the operational methods of the class, and evaluation procedures; a detailed outline of the course of study; and a bibliography of paperback titles studied in the course. Should be of interest in planning special enrichment classes at the upper secondary level.

184. COON, HERBERT L. *Seminars for the Gifted in Ohio High Schools.* Columbus, Ohio: State Department of Education, 1962. 95 pp.

Describes 18 Ohio high school seminar programs on various subjects for academically talented students. Summarizes the kinds of programs offered and administrative procedures for assigning credit and grades, scheduling classes, and selecting students and teachers.

185. GARY, FRANK I. *Seminars and Summer Institute for Superior and Talented Students, Grades 7–12.* El Paso, Tex.: El Paso Public Schools. Undated. 5 pp.

Describes the El Paso science seminar for talented senior high school students, the junior seminar for potential civic and social leaders, and the summer institute program in science and humanities. Discusses selection of students and focus, content, and achievements of the three programs. Should prove of interest to teachers and administrators who would like to provide specialized programs for gifted secondary students outside the usual schooltime.

186. GILL, ROSS M., *and* LINK, FRANCES R. *Program for Gifted Students in the Secondary Schools.* Elkins Park, Pa.: Cheltenham Township Schools, 1961. 5 pp. $1; examination copy available upon request.

Outlines identification procedures and specific curriculum and administrative provisions for gifted students at both junior and senior high levels. Includes a description of a seminar program in science and mathematics which uses community resources. Also provides rating scales for pupil selection.

187. GLATTHORN, ALLAN A., *and* MANONE, CARL J. *A Program for the Gifted Student in the Abington Senior High School.* Abington, Pa.: School District of Abington Township, 1961. 76 pp. $3; examination copy available upon request.

Describes a variety of programs for the gifted high school student: Honors courses, activities outside the formal curriculum, advanced placement courses, courses at nearby colleges, early admission to college, early completion, student exchange, tutoring and independent study, summer programs, and radio and television courses. Should be of interest to school systems planning a comprehensive program for the gifted.

188. JONES, G. BRAIN, *and* LOBB, M. DELBERT. *Handbook for Enhanced Individual Learning Program.* Sunnyvale, Calif.: Fremont Union High School District, 1964. 31 pp. $1.

Serves as a resource book for the district's program of more individualized learning experiences for gifted high school students. Delineates State identification regulations and types of programs, and discusses the role of local school personnel in the program. Suggests numerous procedures for providing for gifted students which would be of interest particularly to secondary school administrators and guidance personnel.

189. MANCHESTER, CLYDE R., *and* SILBERBERG, NORMAN E. *The Student Developmental Program: Second Report.* Publication No. 270. St. Paul, Minn.: St. Paul Public Schools, 1962. 21 pp.

Reports on the St. Paul program for talented students in science and mathematics, which provides an enriched curriculum in these subjects at all St. Paul public high schools. Provides comparisons of achievement, interest, and personality of four groups: Students completing all 4 years of the student developmental program, students who left the program before graduation, a control group, and selected students who had evidenced a continuing interest in science and mathematics. Concludes that results of study show higher achievement for students in the developmental program and that such achievement may be attributable to their participation.

190. *A Mathematics Program for Able and Ambitious Students.* Seattle, Wash.: Seattle Public Schools, 1960. 5 pp. 10 cents.

Lists courses offered in the Seattle mathematics program for able and ambitious students in grades 7–12 and outlines procedures used in identifying students for participation in the program. Includes a discussion of administrative problems which may arise and of how they may be met. Should be of interest to secondary school administrators planning a similar program.

191. *Programs for Intellectually Gifted in Junior and Senior High Schools.* Los Angeles, Calif.: Los Angeles City School Districts, 1962. 8 pp.

Briefly indicates the types of programs for gifted secondary school students in Los Angeles and the objectives of the city program for these students. Gives criteria for the selection of students, policies of grading and assigning homework, and provisions for inservice training of teachers of the gifted.

Elementary and Secondary School

192. ANTHONY, BARBARA. *Meeting the Challenge.* Stockton, Calif.: Stockton Unified School District, 1959. Rev. ed. 77 pp. $1.50.

Acquaints teachers with the problems in educating gifted children, gives a brief résumé of the steps that Stockton has taken toward solution of the problems, and aids teachers in the identification of children gifted academically, artistically, mechanically, athletically, and socially. Suggests numerous enrichment activities for developing these talents at the elementary and junior high school levels. Includes sections that would be of interest to school personnel at all levels.

193. BIXLER, HAROLD H., *ed.* *The Cullowhee Story—A Program for Superior and Gifted Children.* Cullowhee, N.C.: Guidance Clinic, Western Carolina College, 1962. 111 pp. $1.

Describes a residential summer program for talented children, grades 5–12, at Western Carolina College. Reports on the method of selection, curriculum, and classroom procedures. Also includes descriptions of classes for talented students from 10th, 11th, and 12th grades enrolled in college-level classes in English, chemistry, European history, and modern algebra. Can be used as a guide to administrators planning summer programs for talented children and to teachers of gifted classes.

194. ———, *and* COWAN, ANNE. *The Superior and Gifted Student Project at Cullowhee: A Followup Study.* Cullowhee, N.C.: Guidance Clinic, Western Carolina College, 1964. 185 pp.

Gives statistical data and anecdotal records on the residential summer classes for superior and gifted students, grades 5–12, at Western Carolina College. Brings into focus some of the value of special classes for gifted and highly gifted students, especially in developing study habits and skills. Should be of interest to administrators, supervisors, teachers, and parents of superior and gifted students.

195. *A Brief Description of Experimental Program for the Academically Talented Child.* Kansas City, Mo.: School District of Kansas City. Undated. 2 pp.

Presents a short review of the Kansas City plan (1959–60) for providing for the academically talented child in the elementary and secondary schools.

196. *Bulletin to Parents on Programs for Gifted Students.* San Diego, Calif.: San Diego City Schools, 1958. 15 pp.

Describes aspects of the San Diego educational program for gifted students, including the work of the teacher consultants, a guidance clinic for gifted students, and school policy on acceleration. Discusses the special needs of the gifted student. Should be of interest to communities concerned with establishing talent development programs.

197. DIBLE, ISABEL W. *A Statistical Analysis of Pupils' and Parents' Perceptions of the Extended Day Program in the Elementary Schools, Grades 3 through 8.* Beverly Hills, Calif.: Beverly Hills Unified School District, 1964. 32 pp. $2.60.

Presents the findings of an evaluative study of an extended day program for academically able pupils, based upon an opinionnaire on student growth distributed to participating students and their parents. Reports growth in both cognitive and noncognitive areas, particularly in fifth and sixth grades. Should be of interest to groups planning programs for gifted students that occur outside the regular schoolday.

198. *Education of Intellectually Gifted Pupils in Los Angeles City Schools.* Los Angeles, Calif.: Los Angeles City School Districts, 1962. 25 pp.

Discusses policies and procedures in education of gifted pupils in Los Angeles, from kindergarten through junior college. Outlines the differential provisions made at elementary, secondary, and junior college levels. Includes appendixes which discuss policies on acceleration and grading and the conditions for and purposes of enrichment.

199. *Educational Planning for the Gifted Child; Organization and Administration of the Gifted Program; Acceleration in the City Schools for Selected Gifted Students.* Reprinted articles from *Curriculum Digest.* San Diego, Calif.: San Diego City Schools, 1958. 8 pp.

Describes the historical development of San Diego's program for gifted elementary school students—the enrichment opportunities and services that have been made available—and outlines the program's present administration. Includes a report of an evaluative study made on an individual and a junior high group acceleration program, which indicates good academic adjustment by the pupils involved. Also outlines acceleration procedures used in one junior high school.

200. ELLIOTT, MERLE. *Programs for Intellectually Gifted Pupils.* Oakland, Calif.: Oakland Public Schools, 1962. 3 pp. Examination copy available upon request.

Provides an overview of the Oakland program for gifted pupil education, grades K–12. Outlines the nature of the program at the various levels and its relationship to the general education program, and states grading policy.

201. *Enrichment for Gifted Children in the Elementary Grades; Special Programs for Able Students in Our Secondary Schools.* Reprints of articles from *Curriculum Digest.* San Diego, Calif.: San Diego City Schools, 1958. 7 pp.

Briefly describes San Diego's gifted program for elementary grades. Gives examples of enrichment activities provided in the reading, language arts, arithmetic, science, and social studies programs. Also describes two of San Diego's programs for able secondary school students—a program of enrichment and acceleration for gifted students and a program of honors courses for 11th and 12th graders.

202. *The Gifted Student in the New York City Schools: A Memorandum and Bibliography.* New York: Board of Education, 1959. 91 pp. 50 cents. Available from Publication Sales Office, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, N.Y.

Describes steps taken by the New York public school system to provide for gifted children and youth. Gives policy, procedures, and practices of the schools' present programs, notes their historical development, and features sections on the city's special high schools. Includes chapters organized by school levels and a chapter organized by topics (e.g., selecting teachers, supervision, reading, learning difficulties, etc.) applicable to all levels. Also provides a review of recent research on the gifted and a bibliography including titles on comprehensive reports, policies, and recommendations, current programs, references in various subject matter fields, and references on the New York City program. Should be of interest to all persons concerned with the education of gifted children.

203. "Helping the More Able Student." *Progress Report,* Vol. II, No. 2:1–4, April 1959. San Diego, Calif.: San Diego City Schools. Examination copy available upon request.

Describes the various programs for gifted pupils in the San Diego schools, including enrichment within the regular class, 12th-grade honors courses, and summer school. Outlines provisions for developing creative and leadership talents.

204. *The Indianapolis Program for Gifted Children.* Indianapolis, Ind.: Indianapolis Public Schools. Undated. 3 pp.

Answers anticipated parent questions on pupil selection and parental responsibilities. Attempts to show the advantages of placing a gifted child in a special class.

205. *Program for Children With High Achievement Potential.* Duarte, Calif.: Duarte Unified School District, 1963. 10 pp. Examination copy available upon request.

Describes Duarte's high achievement potential program. Includes criteria for selection of students, the organizational plans used at all levels, and suggested enrichment activities and evaluation procedures. Should be of interest to both teachers and administrators of programs for the gifted.

206. *A Program for the Academically Gifted.* Abington, Pa.: School District of Abington Township, 1965. 56 pp.

Presents information on this district's program for its academically talented students. Outlines the organization and administration of the program and details the kinds of provisions made at each level. Also discusses the role of guidance and the types of grouping used in secondary schools.

207. *A Progress Report on the Gifted Child Program.* Neenah, Wis.: Neenah Public Schools, 1957. 40 pp.

Summarizes a school district's study of the education of the gifted. Lists principles for a program for gifted children and describes steps taken to set up the program in Neenah. Includes a short bibliography. Should be of interest to school districts in planning a program for gifted students.

208. *Proposed Program for Children and Youth of Superior Ability.* Milwaukee, Wis.: Milwaukee Public Schools, 1962. 21 pp. Examination copy available upon request.

Presents a brief outline of former programs and practices in Milwaukee's schools for students of superior ability, including experimental programs designed to obtain more information on the means of expanding educational opportunities for these students. Gives a proposed program based upon the pilot programs and details its implementation. Also contains a section on identification and general placement procedures. Should be of interest to school administrators planning a comprehensive program for able students.

209. *Purposes of Our Academically Talented Program.* Kansas City, Mo.: School District of Kansas City, 1959. 2 pp.

Lists the objectives of the program for academically talented pupils. Gives suggestions for teaching the gifted in the regular classroom.

210. *The Racine Program: Providing for Students of Superior Learning Abilities, Kindergarten Through Grade 12.* Racine, Wis.: Unified School District No. 1 of Racine County, 1963. 11 pp.

Describes the three authorized plans for able students: Enrichment; acceleration; and beginning in grade 6, condensation to one year of subject matter presented to average children over a 2-year period. Gives special attention to the acceleration program, its rationale and administration. Should be of interest to school districts planning a comprehensive program for gifted children.

211. *Regulations and Procedures Related to Special Educational Programs for Mentally Gifted Minors.* Richmond, Calif.: Richmond Schools, 1963. 14 pp. Examination copy available upon request.

Gives regulations of the California mentally gifted minor program regarding identification, program standards, and excess expense reimbursements, quoting from title 5 of the Administrative Code and a local memorandum on procedures. Discusses the district's educational objectives and grading policy and lists instructional materials for use in activities to develop specific abilities and knowledge of subject matter. Should be useful to elementary and secondary schools for organizing and carrying out programs for gifted pupils.

212. SCOTT, RICHARD. *A Summary of the Sutherlin Program for Creative Students.* Sutherlin, Oreg.: School District 130–C, 1964. 18 pp. 50 cents.

Includes a history of the Sutherlin program for creative students and comments on creative students and the implications that fostering creativity can have for education.

213. SHORE, ROBERT E. *Description of the San Rafael Program for More Able Learners.* San Rafael, Calif.: San Rafael Elementary Schools, 1962. 43 pp.

Describes the programs for able students, grades 1–8, offered by the San Rafael schools. Explains the identification process, the role of the "more able learner coordinator," and the curriculum areas to be studied. Sets criteria for choosing learning activities and describes many activities which students have had in the various subject areas. Lists special classes and events that students attend and special facilities and materials provided by the schools. Should be of interest to administrators planning programs for the gifted learner.

214. ———. *Program for More Able Learners. Fifth Annual Report, 1963–64.* San Rafael, Calif.: San Rafael City Schools, 1964. 51 pp.

Outlines goals of the San Rafael program for able students, identification procedures, and program types. Focuses on special activities in the regular classroom, grades 4–6, that have been provided for these students in the various schools. Also includes a description of the program and learning experiences in the junior high schools. Should be of interest to teachers and administrators of elementary and junior high schools as a source of ideas for enrichment activities and as a model of a program for gifted students. Other annual reports also available.

215. SMITH, EUGENE H. *The Development of a Program of Special Education for Gifted Children in the Longview Public Schools.* Longview, Wash.: Longview Public Schools, 1957. 32 pp. 50 cents.

Presents the historical development of a local educational program for gifted children from 1954 to 1958. Describes the objectives, identification procedures used, parent and teacher involvement, enrichment programs, and evaluation processes.

216. *The Very Able Student.* Carmichael, Calif.: San Juan Unified School District, 1963. 77 pp.

Describes the variety of programs for academically gifted students in the district. Gives the objectives, organization, and content of such elementary school provisions as enrichment seminars, directed academic study classes, cluster grouping within the regular classroom, the ungraded primary, and rapid learner classes. Details the administrative procedures for the high school offerings. Should be of interest to school

district administrators planning comprehensive programs for gifted students.

III. GENERAL MATERIALS

Identification and Guidance

217. BALDWIN, JOSEPH W. *An Investigation of the Relationship Between Teacher-Judged Giftedness, a Group Intelligence Test and an Individual Test With Possible Gifted Kindergarten Pupils.* Santa Rosa, Calif.: Sonoma County Schools, 1961. 8 pp.

Presents the procedures and findings of a study of the reliability of teacher judgment and group intelligence tests in identifying gifted children in kindergarten, using the individual intelligence test as criterion. Reports that both methods have limitations. Discusses factors influencing teacher judgment of giftedness in children.

218. BARBE, WALTER B. *One In a Thousand: A Comparative Study of Moderately and Highly Gifted Elementary School Children.* Columbus, Ohio: State Department of Education, 1964. 78 pp.

Presents the proceedings and results of a comparative study of a sampling of students in Ohio elementary schools who are highly and moderately gifted as measured by IQ tests. Reports that parents of the highly gifted have higher incomes and more education, and that the highly gifted are more creative and exuberant, but less "outer-directed." Points to need for individual intelligence testing in the early elementary grades, special programs to meet the needs of both groups, and a refinement of instruments to measure the adjustment of all gifted children.

219. California Association of School Psychologists and Psychometrists. *The School Psychologist and the Education of Gifted Children.* Sacramento, Calif.: State Department of Education, 1962. 15 pp.

Offers suggestions on identification and screening of the gifted, working with parents of the gifted, meaningful use of the case study, and role of the psychologist in curriculum improvement. Should be of particular interest to school psychologists and psychometrists working in the development and implementation of programs for the gifted.

220. California Project Talent. *Identification—Case Study.* Sacramento, Calif.: State Department of Education, 1964. 55 pp.

Gives a brief résumé of the purposes of the case study and procedures for using the case study to assess students of high potential. Presents a model of forms for case studies, with questions and rating scales covering background information; health record; intellectual functioning;

physical, social, and emotional development; teacher recommendations; and parent and pupil inventories.

221. FINNEY, BEN C., *and* VAN DALSEM, ELIZABETH L. *Group Counseling for Gifted Under-Achieving High School Students in Sequoia Union High School District.* Redwood City, Calif.: Sequoia Union High School District. Undated. 5 pp.

Reports the procedures and findings of a study on the changes in student behavior based on a group counseling program in grades 10 and 11. Reports that the experimental group were less resistant and more interested in learning after the 2-year period, had fewer absences and latenesses than the control group, and gained increased social poise and capacity for independent thought. Should be of interest to guidance personnel within the schools.

222. *Guidance of Gifted Pupils.* Los Angeles, Calif.: Los Angeles City School Districts, 1961. 33 pp.

Presents the characteristics and needs of gifted children. Provides guidelines for identification, educational planning (with emphasis on guidance problems), program evaluation, and working with parents. Outlines resources available in the school and community for teachers and pupils. Includes a selected annotated bibliography.

223. *Identification of the Gifted Child in Individual School Districts, State of Washington. 1962: Tabulated Results of the Identification of the Gifted Child Survey.* Olympia, Wash.: Office of the State Superintendent of Public Instruction, 1962. 6 pp.

Presents the findings of a survey of procedures used for identifying the gifted in Washington's school districts. Includes data on existence of a regular identification plan, the abilities identified, method preferred, cutoff scores, and grade level at which identification is attempted. Should be of interest to State personnel planning similar surveys and to those interested in talent identification procedures.

224. KEEHAN, VIRGINIA R., *and* MAYHON, W. G. *"Operation Future"—A Report of Research Through Service to the Academically Superior High School Students in New Mexico.* Santa Fe, N. Mex.: State Department of Education, 1963. 33 pp.

Presents preliminary findings resulting from a 3-year survey of the effects of a counseling program on a selected group of sophomores and juniors who exhibit academic potential but do not plan to attend college. Results indicate that providing guidance can help students in making specific, realistic plans for attending college and in choosing realistic occupations. Should be of interest to high school counselors and guidance persons. An earlier report also available.

225. *Keys to Identification of Gifted Children.* Olympia, Wash.: Office of the State Superintendent of Public Instruction, 1963. 38 pp.

Based on information gleaned from research and practice. Suggests methods for identifying academically and creatively talented children and youth in the schools. Discusses the role of various identification processes: parent observations, teacher observations, permanent school records, and standardized tests. Includes the results of a survey of identification procedures used by school districts in Washington.

226. LEHEW, HELEN. *Gifted Underachievers.* San Diego, Calif.: San Diego City Schools, 1961. 13 pp.

Summarizes research on the general problem of underachievement in gifted students. Discusses characteristics of underachievers, presents causes of and factors related to underachievement, and suggests remedial measures. Includes a bibliography.

227. LOWRY, MARGUERITE J. *Teacher Referral of Gifted Children.* Daytona Beach, Fla.: Volusia County Enrichment Center, 1963. 6 pp.

Describes a preliminary study of teachers' comments on characteristics of children, grades 3–7, whom they referred to an enrichment center for gifted children. Concludes that future preliminary screening for referral should include testing as well as teacher comment. Should be of interest to school personnel designing procedures for the identification of gifted students.

228. PILCH, MARY M. *Minimum Criteria for an Effective Identification Program of Talented and Gifted Students.* St. Paul, Minn.: State Department of Education. Undated. 2 pp.

Gives general and specific recommendations for schools which plan to have a program of identification of the gifted. Lists the kinds of data on which identification should be based, including various kinds of tests, and personality and mental characteristics.

229. *Recommended Aptitude and Achievement Tests and Publications Helpful When Screening Students for Ability.* St. Paul, Minn.: State Department of Education. Undated. 2 pp.

Gives names and availability of various aptitude and achievement tests which can be used in assessing student potential and progress. Should be of interest to teachers, guidance personnel, and administrators who wish to use such instruments.

230. RICE, JOSEPH P., JR. *Developing an Adequate Case Study.* Sacramento, Calif.: State Department of Education, 1963. 9 pp.

States guidelines for gathering data for individual case studies and outlines the purposes of the case study and the elements that should be included in it. Includes sample forms for tabulating confidential information. Should be of interest to school psychologists, counselors, and other guidance personnel.

231. SCOTT, RICHARD. *The Sutherlin Tests and Rating Criteria for Creativity.* Sutherlin, Oreg.: School District 130–C, 1964. 34 pp. 50 cents.

Presents creativity tests developed in the Sutherlin School District. Includes tests for children, teacher and parent forms for rating creativity of children, and a test for adults.

Characteristics

232. BURNETT, RICHARD J., *and* GRAY, SCOTT C. *A Study of Literature on Creativity.* San Diego, Calif.: San Diego City Schools, 1961. 29 pp.

Summarizes much of the current thinking and research on creativity. Discusses definitions of creativity, characteristics of creative persons, and conditions for the cultivation of creativity. Includes a bibliography.

233. EDGAR, DAVID D. *Reported School Needs of Gifted Children.* Deland, Fla.: Volusia County Exceptional Child Program, 1961. 4 pp. Available from the Volusia County Enrichment Center, Daytona Beach, Fla.

Reports the results of a survey of the learning needs of gifted children, grades 3–7, attending an enrichment center. Includes a copy of the questionnaire used. Would be of interest to a school district planning a similar enrichment program.

234. *Facts about the Gifted.* Kansas City, Mo.: School District of Kansas City, 1959. 3 pp.

Lists statements based on research findings about physical and intellectual characteristics of the gifted. Includes the names of the researchers. Can be used as a source of factual information on the gifted student.

235. *For Parents of Academically Talented Children.* Los Angeles, Calif.: Los Angeles City School Districts, 1962. 4 pp.

Discusses characteristics of academically talented children, special abilities and talents other than academic, and parental responsibilities for nurturing talent. Offers a short bibliography of interest to parents.

236. KEARNES, MERLE B., AND OTHERS. *Factors Associated With Underachievement and Overachievement in Intellectually Gifted Children.* Champaign, Ill.: Champaign Community Unit Schools, 1961. 88 pp.

Presents the procedures and findings of a study of the relationship between student achievement and selected factors other than intelligence in underachieving and overachieving gifted pupils at the elementary level. Reports indications that overachievers have better parent relationships, more realistic self-concepts, and a higher degree of creative ability, and also feel more accepted by peers.

237. TORMES DE BARNEY, SERVIA. "El Desarrollo del Estudiante Talentoso: Su Aspecto Creador." *Educación,* Vol. XII, No. 6: 137–50, November 1962. Hato Rey, Puerto Rico: Department of Education. Examination copy available upon request.

Discusses the research on the nature of the creative process, the relationship between intelligence and creativity, characteristics of the highly creative person, and classroom conditions favorable to creativity. Presents some illustrative exercises designed to stimulate the development of creativity. Should be of interest to administrators and teachers concerned with the nurture of creativity in the education of the gifted. In Spanish.

Administrative Provisions

Elementary School

238. *An Early Admissions Program: A Committee Report on School Planning for Adopting an Early Admissions Policy in the Public Schools of Minnesota.* St. Paul, Minn.: State Department of Education, 1962. 40 pp.

Reports policies and procedures of early admission to kindergarten and first grade in Minnesota school districts. Cites research evidence on the advisability of early admission, gives history of the action and recommendations of the Minnesota Early Admissions Program Committee, and presents comparative data on the age entrance requirement of Minnesota school districts. Includes sample letters to parents, applications for parents who desire early admission for their children, procedures for interviewing parents and children, and pupil progress evaluation forms.

239. KEARNES, MERLE B., AND OTHERS. *The Efficacy of Two Organizational Plans for Underachieving Intellectually Gifted Children.* Champaign, Ill.: Board of Education, Community Unit School District No. 4, 1962. 59 pp.

Presents the procedures and findings of a study comparing the influence of two administrative plans on the achievement of intellectually gifted underachievers in elementary school: Placing the underachievers in (1) classes with children having a broad range of abilities and (2) classes with children who are high achievers. Reports that underachievers in homogeneous classes made greater gains in achievement, perceived parental acceptance, and fluency of ideas.

240. RICE, JOSEPH P., JR. *The Individual Placement Project—An Overview.* Sacramento, Calif.: State Department of Education, 1962. 5 pp.

Describes a suggested program for accelerating academically talented elementary school pupils 1 to 2 years by means of a summer program and an individual counseling and tutoring program during the school year. Discusses problems that may arise and outlines the program's extra expenses and the specific steps to be taken for implementing the program.

241. ———. *The Individual Placement Project—Suggested Curriculum Development for the Third Grade Summer School.* Sacramento, Calif.: State Department of Education, 1963. 7 pp.

Presents suggestions for framing local summer school programs for the individual placement and acceleration of gifted third graders. Gives phases into which the program may be divided. Outlines minimum skills the children should have in arithmetic and reading, criteria for teacher selection and pupil grading, and supplemental materials and services. Should be of interest to local communities planning special programs.

242. ———, *and* HEFFERNAN, HELEN. "A Proposed Individual Placement Project for Academically Talented Pupils in Elementary Schools." *California Schools,* Vol. XXXIV, No. 2: 3–10, February 1963. Sacramento, Calif.: State Department of Education.

Proposes and describes a plan for developing, demonstrating, and validating a program for accelerating academically talented elementary school children 2 years through substituting special summer programs for grade 3 and grade 6 and through providing counseling services. Reviews the literature on acceleration and outlines the plans for selecting children for the project and for modifying their programs.

Secondary School

243. *The Academically Talented Student in South Dakota Schools.* Pierre, S. Dak.: State Department of Public Instruction, 1959. 20 pp.

Presents a brief outline of the South Dakota advanced placement program for the improvement of training of academically talented students. Includes short discussions on identification and guidance and gives pertinent questions and answers about the program.

244. *Advanced Placement Policies in Pennsylvania Colleges and Universities.* Harrisburg, Pa.: State Department of Public Instruction, 1962. 20 pp. 10 cents.

Describes the policies of Pennsylvania colleges and universities on advanced placement. Should be of interest to counselors and teachers of gifted high school students.

245. *The Advanced Placement Program—Your Opportunity.* Albany, N.Y.: State Education Department, 1963. 14 pp. 25 cents.

Describes the advanced placement program of the College Entrance Examination Board to prospective advanced placement pupils and their parents. Developed for use by guidance personnel.

246. ARENDS, RICHARD, *and* FORD, PAUL. *Acceleration and Enrichment in the Junior High School—A Followup Study.* Olympia, Wash.: Office of the State Superintendent of Public Instruction, 1964. 36 pp.

Presents the procedures and findings of a study in several junior high schools of the effects of programs of acceleration and enrichment on both the academically talented in the programs and the average student. Reports that the programs consistently, but not always significantly, produce better performance on standardized tests by the academically talented and that they do not create an atmosphere that significantly helps the average student gain academically.

247. BACHTOLD, LOUISE; PLOWMAN, PAUL; *and* RICE, JOSEPH P., JR. *Counseling-Instructional Demonstration: A Program for Gifted Students.* Carmichael, Calif.: San Juan Unified School District, 1964. 54 pp. Available from the State Department of Education, Sacramento, Calif.

Describes procedures for establishing, administering, and evaluating a program for academically talented students, grades 7–9. Emphasizes instructional, counseling, and guidance situations which promote more effective learning of social science and English, encourage development of a personal set of values, and foster specific types of creative behavior. Offers examples of class activities and criteria for teacher selection. Includes a selective bibliography and sample case study forms.

248. COBAIN, HARRY, *and* FORD, PAUL M. *Acceleration and Enrichment in the Junior High School.* Olympia, Wash.: Office of the State Superintendent of Public Instruction, 1963. 25 pp.

Presents the procedures and findings of a study in two junior high schools of the effects of programs of acceleration and of enrichment on both the academically talented in the programs and the average student. Reports that the program did not significantly benefit the academically talented, but did provide an atmosphere that helped the average student gain academically.

249. *Comprehensive College Advanced Placement Program,* Harrisburg, Pa.: State Department of Public Instruction, 1963. Rev. ed. 22 pp. 10 cents.

Provides a guide to schools for adopting the practices and techniques developed in advanced placement programs for grades 7, 8, and 9, so that academically superior students may accelerate a full year. Emphasizes enriched programs rather than subject omission. Includes a bibliography on advanced placement.

250. DUCANIS, ALEX J. *Advanced Placement in New York State.* Albany, N.Y.: State Education Department, 1964. 68 pp. 50 cents.

Reports research on the extent of students' participation in, and their attitudes toward, the advanced placement program in New York State. Focuses attention on the success of candidates in obtaining advanced placement in college. Includes information about a number of college policies on the program. Should be of interest to teachers and guidance personnel working with talented junior and senior high school students.

251. Ohio Council on Advanced Placement. *Advanced Placement in Ohio.* Columbus, Ohio: State Department of Education, 1964. 20 pp.

Answers typical questions of Ohio school administrators, parents, teachers, and students about the advanced placement program. Includes information on examinations, program organization, and the role of the teacher and the college. Lists the colleges in Ohio that participate in the advanced placement program and summarizes the functions of the Ohio Council. Should be of interest to all educators concerned with advanced placement programs.

252. *South Dakota Advanced Placement Program.* Pierre, S. Dak.: State Department of Public Instruction. Undated. 4 pp.

Outlines the advanced placement program in South Dakota and gives information on courses offered, examinations, registration procedures, high school standards, student selection, advanced placement credit, high school credit, and evaluation of examination results. Should be of interest to administrators, teachers, and parents of juniors and seniors in high school.

Elementary and Secondary School

253. BAER, CLYDE J., *and* FARRELL, MARJORY J. *An Experimental Program in Education for Academically Talented Pupils in Elementary School.* Kansas City, Mo.: School District of Kansas City, 1961. 70 pp.

Reports the procedures and findings of a 2-year study of the relative effectiveness of different types of instructional and administrative or-

ganization in providing for academically talented pupils: (1) Full-time experimental classes and (2) part-time experimental classes, both with curricular changes, and (3) regular classes. Indicates that experimental groups demonstrate substantially greater academic growth.

254. BIXLER, HAROLD H., *ed.* *Providing for the Bright and Gifted: A Manual for Administrators.* Cullowhee, N.C.: Guidance Clinic, Western Carolina College, 1961. 106 pp. $1.

Offers practical ideas for public school administrators and study groups interested in setting up a program for superior and gifted elementary and junior high school children. Discusses identification procedures; teacher selection; and administrative provisions such as the nongraded primary program, special classes, and cluster grouping.

255. LOWRY, MARGUERITE J. *Evaluating an Enrichment Program for Gifted Children.* Daytona Beach, Fla.: Volusia County Enrichment Center, 1962. 4 pp.

Summarizes the problems of evaluating special programs for gifted children as outlined by James J. Gallagher in his *Analysis of Research on the Education of Gifted Children* (see page 55). Should be relevant for both planning and assessing differential programs for the gifted.

256. PEARCE, DONALD C. "An Administrative Responsibility: Meeting the Needs of Gifted Children." *South Carolina Schools,* Vol. XIII, No. 1: 7–8, 21, October 1961. Columbia, S.C.: State Department of Education.

Discusses the role of the local chief school officer in the improvement of educational programs for gifted children and the characteristics of communities that institute such programs. Emphasizes that special provisions for gifted children must come as an integral part of general program evaluation and development.

257. PILCH, MARY M. *Methods Used for the Acceleration of Gifted and Talented.* St. Paul, Minn.: State Department of Education. Undated. 2 pp.

Lists 10 methods of accelerating gifted students through school and the grade level for which each is most appropriate. Should be of interest to educators who wish to consider various means of providing a flexible progression for the gifted.

258. *Planning for the Gifted.* Columbia, S.C.: State Department of Education, 1958. 19 pp.

Presents various approaches to programing for gifted children of interest to school administrators. Discusses techniques for identifying the gifted; current organizational practices, such as acceleration and special classes; and teacher selection.

259. PLOWMAN, PAUL D. *What State Departments of Education Can Do To Establish and To Improve Programs for Gifted Children and Youth.* Sacramento, Calif.: State Department of Education, 1964. 5 pp.

Presents basic steps that State departments of education might take in establishing and improving programs for gifted students. Outlines the educational decisions necessary and suggests guidelines for making them. Also gives criteria and techniques for evaluating existing programs.

260. SMITH, JANET. *Independent Study Project.* Olympia, Wash.: Office of the State Superintendent of Public Instruction, 1962. 12 pp. Examination copy available upon request.

Presents various aspects of implementing a program of independent study. Includes a discussion of the purpose of independent study, appropriate subject matter, the role of the faculty mentor, and the selection of students most likely to benefit from this method of instruction. Describes some current programs and includes a bibliography of selected references.

261. STEPHENS, THOMAS M., *and* GIBSON, ARTHUR R., *eds. Acceleration and the Gifted.* Columbus, Ohio: State Department of Education, 1963. 73 pp.

Presents five articles on acceleration for the gifted and several reports of demonstration projects that involved various types of acceleration, from early entrance to advanced placement.

262. *Survey of Programs for the Gifted.* St. Paul, Minn.: State Department of Education, 1964. 5 pp.

Presents a checklist questionnaire suitable for determining the kinds and number of programs for the gifted in any school. Surveys methods of identification, acceleration, and enrichment, number and subject areas of advanced level classes, and procedures for increasing teacher competence with gifted students. Should be of interest to school districts and State departments of education that wish to ascertain the nature of the talent development effort in the local schools, and to school administrators as a source of ideas for programs for gifted students.

General Information

263. BARBE, WALTER B., *and* STEPHENS, THOMAS M. *Attention to the Gifted—A Decade Later.* Columbus, Ohio: State Department of Education, 1962. 61 pp.

Contains articles by 12 leading educators dealing with such topics as guidance, grouping, programing, administrative practices, and teaching of the gifted. Should be of interest to parents, psychologists, and all school personnel concerned with educational programing for gifted students.

264. *Bibliography for Parents.* St. Paul, Minn.: State Department of Education. Undated. 3 pp.

Lists and annotates 15 books about the gifted which are specifically directed to the parents of these children.

265. GALLAGHER, JAMES J. *Analysis of Research on the Education of Gifted Children.* Springfield, Ill.: Office of the State Superintendent of Public Instruction, 1960. 148 pp. Examination copy available upon request.

Reviews, analyzes, and summarizes all information available in 1960 about the education of gifted children. Includes sections on identification procedures and problems, unique characteristics of gifted children, present educational provisions for the gifted and criteria for evaluating them, and recommendations for improving educational services to develop potentials of the gifted. Includes a list of selected references.

266. *Guides to Special Education in North Dakota: IX. The Gifted Child.* Bismarck, N. Dak.: State Department of Public Instruction, 1961. 25 pp.

Presents information on the nature and kinds of giftedness; methods of identification; and providing for the gifted through enriched curriculum, guidance services, and parent counseling. Suggests procedures for assessing existing provisions and initiating new ones. Includes a bibliography.

267. HALE, R. NELSON, *ed. Teaching the Talented.* Slippery Rock, Pa.: Slippery Rock State College, 1964. 61 pp. $1.

Contains articles by participants in an annual workshop on the academically talented student, grades K–12. Includes discussions of the nature and identification of the academically talented, development of creativity, counseling, administrative problems, and techniques for teaching specific subjects. Provides examples of local, State, and national programs. Bulletins resulting from workshops held in 1960, 1961, 1962, and 1963 also available.

268. KINCAID, DONALD. *Objectives of Education for Gifted Children in California Elementary Schools.* Los Angeles, Calif.: Los Angeles City School Districts, 1956. 7 pp.

Summarizes the findings of a study of educational objectives for gifted children in California elementary schools, based on a survey of school personnel, parents of gifted students, and gifted high school students. Reports that certain objectives are considered of particular importance in educating gifted students and concludes that these should be the basis for program planning. Also indicates that enrichment through special classes was regarded by all groups as a highly effective way of providing for the gifted.

269. PILCH, MARY M. *Bibliography on the Education of the Gifted.* St. Paul, Minn.: State Department of Education, 1960. 18 pp.

Provides a topically arranged bibliography on the education of the gifted. Includes entries under such headings as enrichment provisions, programs for the gifted, administration of programs, creativity, the learning process, identification, parents of the gifted, and research on the gifted. Also lists items dealing with specific subject areas of the academic curriculum. Offers additional listings in supplemental bibliographies prepared in 1961, 1962, 1963, and 1964.

270. ———. *Questions Parents May Ask the School About a Gifted Child.* St. Paul, Minn.: State Department of Education. Undated. 2 pp.

Gives questions that parents of gifted children typically ask the school about identification, social adjustment, administrative provisions and policies, and parental responsibilities.

271. PLOWMAN, PAUL D. *Parent Sponsorship of Public Meetings Dealing with Gifted Child Education.* Sacramento, Calif.: State Department of Education, 1964. 7 pp.

Presents ideas and suggestions useful in planning public meetings about gifted child education. Considers such areas as publicity of meetings and programs, panel discussion topics, and potential pitfalls. Summarizes the activities of four local associations in California currently acting in behalf of the gifted.

272. *A Policy for the Education of Able Learners.* Seattle, Wash.: Seattle Public Schools, 1961. 7 pp. 10 cents.

Outlines the provisions of an adequate program for able learners, the identification, guidance, education programs, and administrative organization. Gives a list of criteria for identifying able learners and discusses the use of standardized tests. Should be of interest to administrators concerned with programs for able learners.

273. SIMPSON, RAY E., *and* MARTINSON, RUTH A. *Educational Programs for Gifted Pupils.* Sacramento, Calif.: State Department of Education, 1961. 274 pp.

Summarizes a study of elementary and secondary programs in California for gifted pupils. Contains descriptions and evaluations of specific programs, discussions of identification procedures used with pupils in programs studied and pupil characteristics, and a résumé of the reactions of pupils, teachers, and parents to the programs. Includes samples of evaluation instruments.

274. STEPHENS, THOMAS M., *and* GIBSON, ARTHUR R., *eds. Pathways to Progress: A Research Monograph from Ohio's Pro-*

grams for the Gifted. Columbus, Ohio: State Department of Education, 1963. 156 pp.

Presents the procedures and findings from a number of research and demonstration projects conducted in Ohio on a wide range of topics related to the academically gifted student. Should be of interest to school personnel who work with gifted children.

275. *Terms Commonly Used in the Literature on the Gifted.* St. Paul, Minn.: State Department of Education, 1961. 5 pp.

Lists and defines terms which frequently appear in writings about the gifted. Should be of particular interest to those who are doing beginning reading in this area.

SUBJECT INDEX

NOTE. *Materials numbered in boldface deal exclusively with the subject shown. The others listed under a given heading deal with the subject in varying proportions. Some subjects, such as Research Studies, are discussed in so many of the materials that it is not feasible to list all of them under Research Studies; such subjects are marked by an asterisk.*

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